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ABSTRACT

This document comprises volume I of the national reports on the elementary/primary school curriculum in Asia and the Pacific sponsored by the National Institute for Educational Research (NIER) in Tokyo, Japan. Each nation's report is organized under the following topics: (1) general information on the geography and population, educational system, qualifications and training of teachers, research, and educational problems and issues; (2) the integrated curriculum, including content, inputs, process, and product; (3) moral/religious/values education, including the context, instructional process, evaluation and feedback, and problems and issues; (4) work-oriented education, including context, instructional process, evaluation and feedback, and problems and issues; (5) curriculum load, including definition, concerns of teachers and parents, general assessment, problems, nature and amount of homework, effect on enrollment and achievement, major studies on curriculum load, and modification of the curriculum. The national reports included in volume I are arranged alphabetically as follows: Australia, Bangladesh, China, India, Indonesia, Japan, Malaysia, and Nepal. (TE)

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NIER

ELEMENTARY/PRIMARY SCHOOL CURRICULUM IN ASIA AND THE PACIFIC

National Reports: Volume I

EA 020 145

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ELEMENTARY/PRIMARY SCHOOL CURRICULUM IN ASIA AND THE PACIFIC

- National Reports: Volume I -

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AUSTRALIA

QUESTIONNAIRE A: BACKGROUND INFORMATION

1. General Information

1.1 Location and Size

Australia lies between latitudes 10°41'S (Cape York) and 43°39'S (South Cape, Tasmania) and between longitudes 113°09'E (Steep Point) and 153°39'E (Cape Byron). The area of Australia is 7,682,300 square kilometres.

1.2 Main Geographical Features

The average altitude of the surface of the Australian land mass is only about 300 metres. Approximately 87 per cent of the total land mass is less than 500 metres and 99.5 per cent is less than 1,000 metres. The highest point is Mount Kosciusko (2,228 metres) and the lowest point is Lake Eyre (-15 metres).

The climate of Australia is predominantly continental but the insular nature of the land mass is significant in producing some modification of the continental pattern.

The island continent of Australia is relatively dry with 50 per cent of the area having a median rainfall of less than 300 millimetres per year and 80 per cent less than 600 millimetres. Climatic discomfort, particularly heat discomfort, is significant over most Australia.

1.3 Population

The population of Australia on 30 June 1981 was 14,926,800. By the end of 1981, it was calculated to be 15,053,500 including 160,000 Aboriginals and Torres Strait Islanders.

The rate of population growth in 1981 was 1.67 per cent, the highest since 1971 (1.93 per cent).

The age distribution of the population (in the range 0-14 years) is shown in the table below:

Age Group (Years)	Males	Females	Persons
0-4	583,600	554,900	1,138,500
5-9	650,000	620,900	1,270,900
10-14	672,800	643,800	1,316,600
All Ages	7,449,600	7,477,200	14,926,800

1.4 Outlay on Education

	1976-77	1980-81
Total Outlay on Education ($A)	5,131,200	7,594,500
Total Outlay on All Responses ($A)	31,788,600	49,848,200
Total Outlay on Education as Percentage of Total Outlay on All Responses	6.1	15.2

1.5 Ethnic and Religious Composition

The ethnic composition of the population has been changing gradually in post-war decades due to changes in both the numbers and the origins of immigrant flows. In 1981, persons born outside Australia made up 22 per cent of the population.

The population of Australia is predominantly Christian, 76.4 per cent claiming affiliation to one of the Christian denominations.

2. The Educational System

2.1 Structure of the Educational System

The educational system in Australia is first and foremost a dual system comprising a government (State) sector and a non-government (non-State or private) sector.

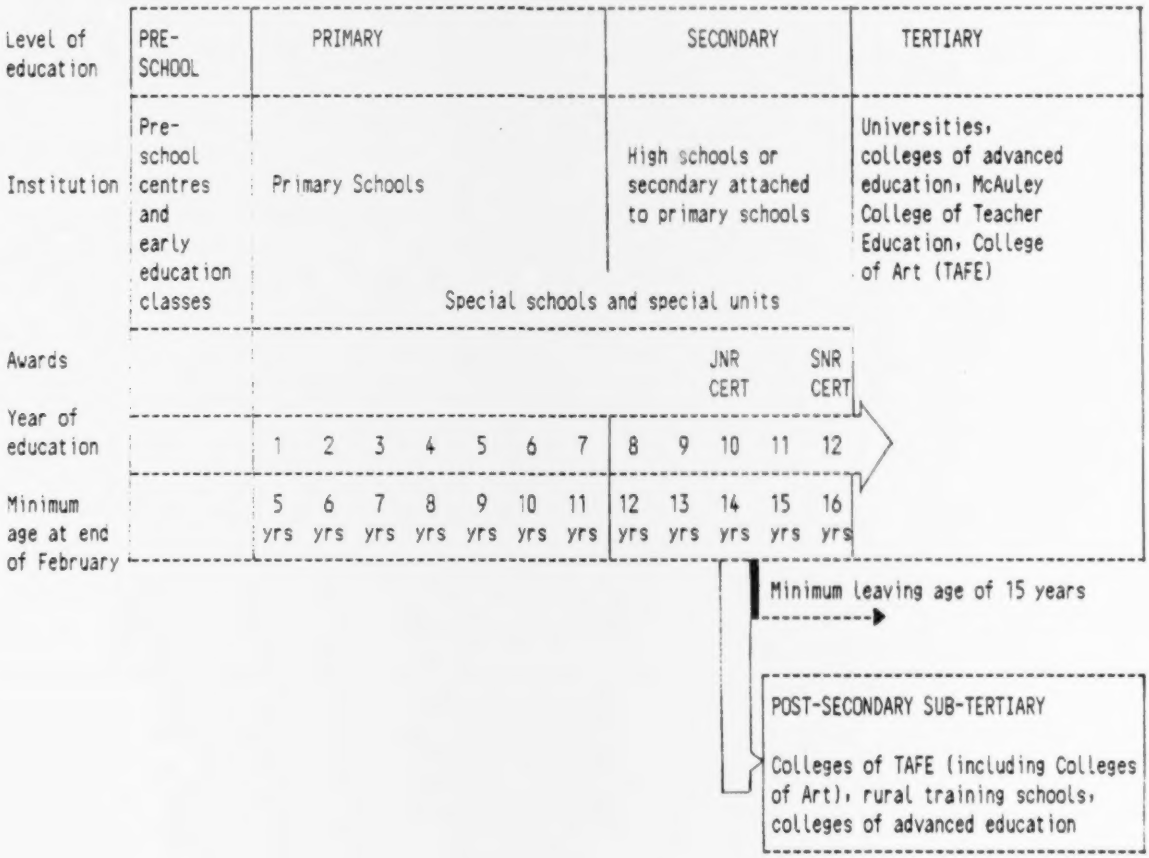
(1) Government Sector: In 1983, there were 7,546 schools in the government sector.

(2) Non-Government Sector: In 1982, there were 2,312 schools in the non-government sector.

Within the government sector, the major responsibility for the provision of primary education rests with the several State/Territory Departments of Education subject to their respective Ministers. Within systems, structures vary in accordance with policies and priorities at both system and school levels. By way of example, the structure of the system in Queensland is provided on the following page.

Each State/Territory Department of Education in Australia is maintaining a system-level programme of curriculum development focussing particularly on curriculum policy formulation and the development of syllabuses and/or curriculum guides. School-based curriculum development is, however, widely accepted.

THE EDUCATION SYSTEM OF QUEENSLAND



Level of education	PRE-SCHOOL	PRIMARY							SECONDARY					TERTIARY
Institution	Pre-school centres and early education classes	Primary Schools							High schools or secondary attached to primary schools					Universities, colleges of advanced education, McAuley College of Teacher Education, College of Art (TAFE)
		Special schools and special units												
Awards											JNR CERT		SNR CERT	
Year of education		1	2	3	4	5	6	7	8	9	10	11	12	
Minimum age at end of February		5 yrs	6 yrs	7 yrs	8 yrs	9 yrs	10 yrs	11 yrs	12 yrs	13 yrs	14 yrs	15 yrs	16 yrs	

Minimum leaving age of 15 years

POST-SECONDARY SUB-TERTIARY

Colleges of TAFE (including Colleges of Art), rural training schools, colleges of advanced education

2.2 Objectives of Primary Education

The principal aim of schools is to help and guide children to progress towards the full attainment of their potentialities as individuals and as adult members of our society.

In particular, it is the duty and responsibility of our teachers and educational administrators:

- to help children develop lively, inquiring minds, giving them the ability to question and to argue rationally, and to apply themselves to tasks;

- to help children to the maximum development of their physical qualities, giving them an understanding of the means of achieving and the benefits of physical fitness, health and hygiene;

- to help children to use language effectively and imaginatively in reading, writing and speaking;

- to provide a basis of mathematical, scientific and technical knowledge, enabling boys and girls to learn the essential skills needed in a fast-changing world of work;

- to instill respect for moral values, for other people and for oneself, and tolerance of other races, religions and ways of life;

- to help children understand how our country is governed and to instill an awareness of the social, civic and political responsibilities and rights of adult citizenship;

- to teach children about human achievement and aspirations, and in particular to make them aware of the traditions and culture of Queensland and of Australia and of the heritage of our past;

- to help children understand the world in which we live, and the interdependence of nations;

- to help children to appreciate how the nation earns and maintains its standard of living and properly to esteem the essential role of agriculture, industry and commerce in this process;

- to help children develop an understanding of and sensitivity to the arts, and to become aware of the value of the arts in their own lives and in the lives of others; and

- to encourage and foster the development of the children whose social, physical or environmental disadvantages impair their capacity to learn, if necessary, by making additional resources available to them.

2.3 Educational Policy

Historically, the administration of State education in Australia was based on the belief that equality of opportunity for all children over wide geographic areas could best be achieved by central control and uniform procedures. In recent years, however, there has been a continuing trend towards decentralization of educational administration. Even so, general policy continues to be formulated at the Head Offices of State Department of Education.

Administrative structures such as Regional Offices of the State Departments, school boards, and regional and school-level committees, have been used to devolve responsibility for educational administration to school authorities, teachers and parents at the regional and local levels.

Non-government schools operate under conditions determined by government authorities, usually registration boards, in each State and Territory. There is no interference in their governance provided that they meet minimum educational standards.

(1) Implementation of (Curriculum Development) Policy

The various State/Territory Departments of Education undertake the design and development of syllabuses and/or curriculum guides through an infrastructure of committees and project teams working part-time or full-time in Curriculum Branches or equivalent agencies.

There is widespread acceptance of the principles of what is known as "school-based curriculum development" or "school-based curriculum decision-making", in either case, SBCD. There are many variations to this phenomenon.

(2) Processes of Curriculum Development

The "overall processes of curriculum development" are here defined as Design, Development, Dissemination, Implementation and Evaluation.

2.4 Years of Primary Education

The structure of primary and secondary schooling in Australia varies between the different States and Territories. There are three basic patterns:

- In South Australia and the Northern Territory, the primary system comprises a Reception or Transition year followed by Years 1 to 7. The secondary system comprises Years 8 to 12.

- In New South Wales, Victoria, Tasmania and the Australian Capital Territory, the primary system comprises a kindergarten or Preparatory year followed by Years 1 to 6. The secondary system comprises Years 7 to 12.

- In Queensland and Western Australia, the primary system comprises Years 1 to 7 and the secondary system Years 8 to 12.

2.5 Class Size and Pupil Teacher Ratio

	(a) average class size	(b) range of class sizes	(c) pupil-teacher ratio
New South Wales State Primary Schools, July 1983			
Year K	26.7	11-38	20.1:1
Year 1	27.1	10-37	
Year 2	26.7	10-39	
Year 3	27.6	13-37	
Year 4	28.0	11-38	
Year 5	28.2	10-39	
Year 6	28.0	13-39	
Year 7			
Victoria			
Year 1	25.5	7-33	21.0:1
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			
Year 7			
Queensland State Primary Schools, July 1983			
Year 1	24.7	11-35	21.1:1
Year 2	26.2	11-35	
Year 3	27.5	11-40	
Year 4	28.9	10-40	
Year 5	29.0	11-40	
Year 6	29.5	11-40	
Year 7	29.3	10-40	

	(a) average class size	(b) range of class sizes	(c) pupil-teacher ratio
South Australia			
Year 1	19	9-32	13.5:1
Year 2			
Year 3			
Year 4	26	9-35	17.5:1
Year 5			
Year 6			
Year 7			
Western Australia			
Year 1	Not Available	15-32	21.0:1
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			
Year 7			
Tasmania			
Year 1	23.8	12-32	16.7:1
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			
Year 7			
Northern Territory			
Year 1	Not Available	Not Available	21.0:1
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			
Year 7			
Australian Capital Territory			
Year 1	28.3	11-35+	19.4:1
Year 2			
Year 3			
Year 4	29.3	11-35+	
Year 5			
Year 6			
Year 7			

2.6 Organization of School Day, Week and Year

	(a) total number of periods per week	(b) duration of each period	(c) duration of school day	(d) no. of recess periods (duration)		(e) days open
New South Wales	N/A	N/A	6hrs	1 x 1 x	15mins 60mins	205
Victoria	N/A	N/A	6.5hrs	2 x 1 x	15mins 60mins	200
Queensland	N/A	N/A	6hrs	1 x 1 x	10mins 60mins	200
South Australia	N/A	N/A	6hrs 45mins	2 or 3	Varies	200
Western Australia	N/A	N/A	5.5hrs	2 x 1 x	5-10mins 60mins	200
Tasmania	N/A	N/A	6.25hrs	1 x	15mins	194
Northern Territory	N/A	N/A	5.5hrs	1 x 1 x	20mins 50mins	200
Australian Capital Territory	N/A	N/A	6hrs	1 x 1 x	15mins 60mins	200

Traditionally, learning programmes in Australian primary schools have been designed within a general framework of subjects most commonly including the following:

- English/language arts
- mathematics
- social studies
- science
- art
- music
- health and physical education
- religious education

2.7 Time Allocation

Time allocations to each subject are the responsibility of the Principal and staff in each school.

In one state the following recommended time allocations are regarded as a guide and are given as an example:

English/language arts	7.5 - 8.5 hours
mathematics	4.5 - 5.5 hours
social studies	2.5 - 3.5 hours
science	1.0 - 1.5 hours
art	2.5 - 3.5 hours
music	1.0 - 1.5 hours
health and physical education	2.0 - 3.0 hours
religious education	1.0 hour

3. Qualifications and Training of Teachers

3.1 Qualifications for Entry to Pre-Service Teacher Education Programmes

The majority of teachers are educated in colleges of advanced education, but a substantial number of secondary teachers and a few primary teachers receive their pre-service education in a university. The normal entry requirement for pre-service teachers education programmes is determined by the matriculation requirements of individual universities and colleges of advanced education.

3.2 Duration of Pre-Service Teacher Education Programmes

The majority of pre-school and primary trainee-teachers undertake programmes of three years' duration before commencing teaching. Most secondary trainee-teachers undertake a four year programme.

3.3 Content of Pre-Service Teacher Education Programmes

Generally the three year programme for a pre-school or primary trainee-teacher includes history and principles of education, general and special methods of teaching, early childhood development and general educational psychology, as well as the subjects they will be teaching. Practice teaching is required and may occupy a considerable part of the teacher education programme.

3.4 Selection of Principals

Procedures vary in different states. Most involve assessment by a senior officer or by peers to enter the first step followed by assessment at later stages for promotion.

3.5 In-Service Teacher Education Programme

In-service teacher education programmes are available within all education systems. There are two general types: study leave or assistance to enable teachers to upgrade their formal qualifications, and less formal workshops, seminars or conferences.

4. Research

The period from the late seventies through to the end of 1984 in Australia has been characterized by a considerable amount of "research" into the education systems of the various States and Territories. While "committees of inquiry" as such may not be regarded as research studies in the traditional sense, they tend to summarize much that has already been investigated and certainly stimulate a great deal of further investigation.

5. Problems and Issues

General Statement

School attendance is compulsory throughout Australia from the age of six years until fifteen years in all States/Territories except Tasmania where it is sixteen years. Annual promotion with a child's age peers is the general practice but numbers of schools are displaying greater flexibility in grouping practices. Generally, streaming is rare while ability grouping within classes and across classes at the same year level is more common.

5.1/5.2 Failure and Dropout of Pupils

Against the background outlined above, the traditional concept of "failure" is generally unknown in Australian primary schools. Pupils who are having difficulty in a particular year level may on rare occasions be required to repeat the year. It is more common, however, for such pupils to receive remedial assistance.

Given the fact that attendance at school is compulsory, the problem of "dropout" is not significant in Australia.

5.3 Other Problems and Issues

(1) Funding

(2) Structure - P/12 Continuity

(3) Integration of Curriculum

(4) Differential Staffing

(5) New school organization including multi-age grouping, pupil enrolment and promotion

(6) Community involvement in education

(7) Accountability

QUESTIONNAIRE B: INTEGRATED CURRICULUM

1. Content

1.1 Definition

For the purposes of this paper, the term 'integration' will be used to refer to a range of 'across the curriculum' procedures in respect of content selection and organization, and teaching methodology which includes:

- the selection of content and organization of learning experiences on the basis of developing such generalizable processes and skills as for example, problem solving and communicating;
- the linking of curriculum areas such that the content and skills of those areas are no longer considered in isolation;
- the selection of themes and units of work as the organizational basis for what is to be studied;
- the combination of two or more traditional subjects to form a new subject;
- the combination of parts of subjects to form a teaching unit; and
- the incorporation of one subject into another.

Distinctive features of integration in Australia are that Australian schools and teachers develop curriculum within the framework of system level curriculum policy, according to their own style, the nature of their particular school environment, and the needs, interests and abilities of their pupils.

1.2 Rationale

Integration as a feature of the Australian primary school curriculum has evolved largely as a result of the gradual shift in emphasis from subject-centred to child-centred education.

There is a general acceptance of the view that curriculum activities selected and organized on the basis of children's interests will increase their motivation to learn, and will provide a productive basis upon which other learning can be built.

Integration is also seen as a means of permitting what has been called an 'holistic' approach to study ··· one which encourages pupils to perceive the relationship that exists between concepts and various knowledge areas. Another relevant factor has been the increased number of available subjects from which to plan a curriculum, combined with the increase scope and depth of each subject. Integration has provided a means of presenting in these circumstances, a reasonably balanced curriculum. Ultimately the shift has been one in which it is assumed that the curriculum should fit the needs of children rather than the reverse.

Through integration teachers expect:

- that pupils will become more highly motivated;

- that they will develop a range of skills useful in their continuing education;

- that a more child-centred way of going about learning will enhance the opportunity of all pupils to achieve their potential in all aspects of growth and development;

- that at a time when the 'body of knowledge' is increasing exponentially, integrative techniques will assist pupils to develop the ability to understand and to make use of the increasing number of concepts to which they are exposed ··· in other words that students will learn how to learn.

- that learning processes rather than the acquisition of a measurable pool of knowledge will be emphasized;

- that curriculum will be more closely related to children's stages of development; and

- that more attention will be focussed on children as individuals.

1.3 Present Status

Integration is not introduced as a course, but is accepted and practised as a methodology in virtually all primary schools in Australia.

The level at which integration should be introduced is not prescribed, and teachers and schools may introduce integrated programmes at any stage of primary schooling. Integration features most prominently in the early years of schooling but extends in varying degrees throughout the range of primary education.

Increasingly, emphasis in syllabuses and other curriculum materials has been on the learning processes which can be implemented through integration. Thus, primary teachers are encouraged to integrate subject matter in/by syllabuses and course guidelines which suggest integration and/or assume its practice.

The overall tendency in Australia during the past ten years has been to discourage the use of set texts. However, teachers are free to obtain commercially produced materials for use a reference and resource.

2. Inputs

2.1 Course Content

States/Territories report the following examples of integration occurring in classrooms and as school-based initiatives:

- social studies and religious education;
- social studies and science;
- social studies and mathematics;
- social studies and health;
- health and physical education;
- music and social studies;
- music and physical education;
- language arts and all of the above;
- art and all of the above.

Subjects such as computer education, environmental education, aboriginal education, non-sexist education, peace education and multicultural education, form an increasingly significant part of the Australian primary school curriculum. These courses are designed to be addressed across the whole curriculum; they are not designed as additional discrete sets of content, but rather, they are developed and presented such that they can be 'infused' into existing programmes. Integrated programmes facilitate this process.

Themes, concepts and units are all used as the basis for organization of curriculum materials.

Teachers are likely to utilize problems, current class interests and contemporary issues as the organizational base for integrated studies in the hope of making learning more relevant and meaningful to pupils. Studies might, for example, be conducted on problems such as "Pollution in the Local Environment", interests like creating a nature strip, or issues such as the role and influence of the mass media in the community.

2.2 Instructional Materials

Departmental Curriculum statements and guidelines suggest integration of activities, skills and processes, and support integration initiatives. Schools develop resources to meet their own particular needs. Professional teachers' associations give assistance. Departmental student publications adopt themes for particular issues. This tends to suggest and encourage integrative procedures in schools.

2.3 Teacher Preparation

It is generally accepted that where teachers are teaching an integrated programme their workload has increased at least in the early stages of implementation.

The notion of integration forms the basis of the training programme designed for early childhood teachers. All teacher training institutions require students to take courses in the area of curriculum development processes and procedures as well as courses in educational philosophy and psychology. Studies of the scope, role and methodology of integration fall within the parameters of such courses. In addition to this, courses such as 'Language Across the Curriculum, and 'Multicultural Education' are offered.

Various in-service courses and staff-development programmes either explicitly or incidentally support and encourage teachers' efforts to integrate by paying attention for example, to the techniques of thematic planning. Pre-service practice sessions frequently provide student teachers with an opportunity to observe and participate in this approach in classrooms.

Departmental resources in the form of curriculum papers, kits and guides are available to all schools. Teachers and schools also make use of commercial materials to support the approaches they adopt in achieving their goals.

The Australian Education Departments employ consultants, curriculum officers, in-service officers, and advisory teachers whose work is to give professional guidance either by visiting schools or arranging in-service training at regional centres. Integration is often encouraged as part of their brief.

2.4 Basic Requirements

While the design of new facilities is as flexible as possible to allow for different modes of teaching - including the integrated approach, buildings have not been specifically designed on the basis of such programmes.

3. Process

3.1 Teaching/Learning Strategies

The evolution of integration as a methodological feature of primary teaching practice has led to a shift of emphasis from teacher instruction to pupil enquiry, and a greater appreciation of the importance of the learning processes.

3.2 Mode of Implementation

Activities associated with integrated programmes arise as a result of school/teacher/pupil negotiation and interest. Integration is by no means a practice confined to the classroom alone. It has enabled and indeed encouraged involvement in camps, excursions and visits, the use of the full range of the resources offered by the school, the local community and specialist services, and a far greater level of interaction amongst these agencies.

Where extra-school activities are required in a prescribed curriculum core area, participation in such activities is compulsory. Extra-school visits and excursions related to a particular course of study are usually mandatory but parental permission is required.

In the case of activities which would require out of school hours involvement, pupils may not be compelled to attend as only the set-down school day is compulsory.

No special classroom is required for the teaching of integrated courses, but the State systems attempt to provide facilities which are sufficiently flexible in design as to facilitate integration.

4. Product

4.1 Programme Evaluation

The only formal evaluation of integration reported by the States is the 1945 study of the Integrated Programme conducted in Victoria during the early 1940's.

Where the integration of discrete subject areas into new multi-oriented areas of study has been an element of a particular programme, this shift is regarded as having been satisfactorily completed.

Integration has for quite some time been established practice at the level of early childhood classes.

Assistance in respect of integration tends to vary according to the subject area. Teacher development programmes have been mounted, and support materials and guidelines are also produced.

5. Future Prospect

Integration is widely accepted and practised in Australia, and is likely to become more widespread.

QUESTIONNAIRE C: MORAL/RELIGIOUS/VALUES EDUCATION

1. Context

The various States and Territories of Australia have separate education systems and any analysis of education in the country as a whole must acknowledge this diversity.

1.1 Terms Used

Concern for the conduct of moral/religious/values education has contributed to the development of various school systems within each State or Territory of Australia.

In most subject areas, all schools will conform to reasonably common standards, although not all States require schools to be registered. In relation to moral/religious/values education, however, separate schools have often been established specifically to preserve and promulgate a distinctive viewpoint or belief system. Those conducting such schools will tend to give careful attention to this part of the curriculum.

A major distinction may be made within school programmes or activities between (i) those in which moral/religious/values education either takes place indirectly or is subsumed under other intentions; and (ii) those in which specific programmes of moral/religious/values education are planned and implemented in a school.

The first of these options may itself be seen as taking place in several ways, including the 'hidden' curriculum which permeates the whole life of the school; the activities of the school as a whole or in parts which are designed to create an ethos or sense of community; and the beliefs, attitudes and values which are imparted or studied as part of each subject area in the curriculum.

When attempts are made to develop courses in the area of moral/religious/values education, a distinction may be made between programme which are taught by school staff, and programme implemented on the basis of persons coming into the school as part of a regular programme.

An affirmation of the importance of moral/religious/values education is found in the discussion of the core curriculum prepared by the Curriculum Development Centre in Canberra. Of nine areas of knowledge and experience essential to the core, one is identified as 'Moral Reasoning and Action, Value and Belief Systems'.

1.2 General Objectives of the Programme

When moral/religious/values education takes place indirectly, the beliefs, attitudes and values that are expressed will tend to be of a taken-for-granted nature and reflect generally accepted community standards. The objectives will be derived from general aims of schooling rather than specific educational intentions.

When moral/religious/values education is subsumed under other subject areas, the objectives will also be subsumed under those of the parent subject within which it is incorporated.

When moral/religious/values education is recognized as a distinctive area of study, the objectives will differ greatly depending on whether there is an instructional or an educational emphasis.

1.3 Integration

As explained, some moral/religious/values education takes place in integrated programmes, whereas at other times it takes place separately.

1.4 Levels

These programmes are operative on all levels of elementary schooling.

1.5 Compulsory or optional?

It is usually assumed that pupils will participate, but where controversial issues or religious beliefs are involved parents are given the option of asking for their children to be withdrawn from the programme.

In the case of denominational religious instruction, parents indicate which classes they wish their children to attend, if any,and they can change that arrangement at any time by writing to the Principal of the school.

1.6 Time Allocation

Where activities are integrated, there is no clear time allocation. In States that make legislative provision for religious education of both kinds, up to 60 minutes per week could be involved. In church-related schools, the allocation could be considerably greater.

1.7 Minority Groups

Australian society encompasses considerable ethnic diversity, and the States have produced a range of policy statements expressing a commitment to prepare children for participation in a multicultural society.

Parents may opt for withdrawing their children from some parts of the school programme, or may enroll their children in separate schools which promote their particular beliefs, attitudes and values.

The provision for entry into schools by representatives of the religious denominations has been seen as one way of dealing with diversity of religious beliefs and of avoiding sectarian conflict. Where this system is operative, there are safeguards concerning who may have access to children in the schools.

2. Instructional Process

2.1 Separate Syllabus/Statement of Content?

This has been done in some situations, when attention has been given to curriculum development in moral/religious/values education.

2.2/2.3 Instructional Materials and Development of Materials

Three States have had curriculum development projects in religious education. The major focus has been on materials for teachers, with some suggestions for pupil materials.

There is a range of religious education curriculum materials available from religious and commercial publishers. Some of these have highly developed pupil materials.

2.4 Free Material

Materials provided by the education system would be on the same basis as in other subject areas. Some resources are available in the classroom and others are provided to pupils for their use.

The religious denominations are responsible for selecting any materials they use. Where pupil worksheets are provided, the cost may be covered by the denominations themselves or parents may be asked to contribute.

2.5/2.6 Teachers and Training Programme for Teachers

While most courses are taught by school staff, there are also courses taught by personnel selected by the religious denominations and authorized to represent them. In some States, staff teachers can volunteer to participate in such religious education, but they must still be recognized by one of the denominations.

There is provision also for two or more denominations to agree to work together and to combine their classes. In Victoria, this pattern is the norm, using an Agreed Syllabus developed by the churches. Denominations have the option of taking classes separately in some circumstances. In other States, separate classes are the norm and co-operation depends on agreement at the local level.

In some schools, teachers with particular training and expertise in these areas of education might take on additional responsibilities.

2.7 Methods and Techniques Adopted

Where there have been curriculum projects in moral/religious/values education, attention has been given to teaching methods and training programmes. Tertiary institutions involved in teacher education also tend to recognize the importance of this area of education. Not all have recognized, however, that this is an area of specialization, and it is sometimes assumed that teacher training of a general nature is adequate preparation for this field of study.

Many of the volunteers recruited by the denominations for their programmes have not been trained as teachers or for this specialization.

The methods and techniques used will be influenced by several factors including:

(1) the training that the person has received as a teacher;

(2) the extent of specialist training in the field involved;

(3) the curriculum resources being used;

(4) the perception of objectives, whether instructional or educational.

2.8 Co-curricular Activities

There is a range of co-curricular activities. These could include pastoral care programmes, camps, forms of chaplaincy, excursions and lunch-time or after-school activities organized by the school or other groups.

3. Evaluation and Feedback

3.1 Pupil Evaluation

Most evaluation is based on teacher observation and informal feedback. Where structural courses are taught by school staff, evaluation will follow similar lines to that used in other subject areas, involving informal and formal assessment. There is seldom time in classes conducted by denominational representatives for more than informal evaluation.

There will be a major difference in approaches to evaluation depending on whether the teacher's aims are instructional or educational.

3.2 Communication of Results

Where formal evaluation occurs, the results will be communicated to the pupils and their parents. Informal evaluation will also influence comments on pupil report cards and the information discussed in parent-teacher conferences.

3.3 Rewards

Where moral and religious education are studied as school subjects, prizes might be awarded for academic achievement. In some schools an attempt is made to acknowledge religious education conducted by the denominations as part of the school curriculum and to apply to it any system of rewards operative in the school.

3.4 Programme Evaluation

Where the State education systems have been involved in curriculum development and implementation, there have been various forms of evaluation. This has often been through feedback from teachers at in-service courses.

In most States the level of political debate concerning religious education led to some form of public inquiry concerning that area of the curriculum. Each of these involved forms of evaluation.

In some States the degree of political controversy has led to the cessation of curriculum development programmes or has prevented the implementation of proposals put forward by committees of inquiry in relation to moral/religious/values education.

4. Problems and Issues

Problems and Issues have been discussed above.

4.2 Future Prospects

Many comments relevant to this section are interwoven in the previous discussion. The transitional nature of Australia and the challenge to take its diversity seriously are both powerful factors in relation to moral/religious/values education. This is parallel to the search in other industrialized and secular societies for viable approaches in this area.

QUESTIONNAIRE D: WORK-ORIENTED EDUCATION

1. Context

1.1 Meaning

In the Australian States and Territories, primary schools do not offer a 'work-oriented' programme as a separate and formal curriculum entity, although 'work-oriented' programmes are offered at the secondary and tertiary education levels.

Work-oriented education, at the elementary level, implies the development of those behaviours (both attitudinal and skill-based) which will lead the pupil to an understanding of the demands and requirements (with regard to 'work') which might be placed upon him in his post-school life. At this level, work-oriented education is not a formal curriculum area in itself but can be considered in relation to the development of:

- basic skills of literacy, numeracy, communication and social learnings;
- appropriate attitudes and values towards work;
- the need for co-operation in undertaking tasks; and
- concomitant responsibilities associated with work.

2.2 Terms Used

- Transition education;

- Work experience;
- Vocational education;
- Career education;
- Life skills;
- Vocational and personal awareness;
- Technical education;
- Commercial education;
- Life and work skills.

1.3 Reasons for Programmes

Changes in technology, in values, in expectations and lifestyles are affecting our society. Schools need to address these change issues if they are to achieve the aim of educating pupils for life. All curriculum should lead to the development of essential skills, understandings and attitudes that lead to effective participation in society.

1.4 Objectives

- to develop the social and academic skill, understandings and attitudes to evaluate his own social growth in a changing society and to accept the responsibility of active participation in the life of the family and in the wider community.

- command of thinking processes and a growth in the effective use of intelligence (for example, increasing comprehension, developing problem solving skills and creative thinking).

- knowledge of skills relevant to adult life and employment.

- to create an awareness of work, play, leisure and recreation in students through the examination of a variety of work and play activities in their communities.

1.5 Curriculum Areas

Work-oriented education is not a curriculum area as such in any State of Australia in either the mainstream Primary school or Special Education. In the mainstream Primary school, work-oriented objectives are incorporated in other curriculum areas, while in Special Education the principles of 'life-skills' teaching (with emphasis on functionality, social worth and generalization of learnings) ensures that such objectives are an integral part of the total school programme. Understanding of attitudes towards work are specific parts of some curriculum areas (e.g. in the upper primary grades in social studies, students address the issue of employment/unemployment in society) and very often objectives from varying subject areas are integrated into a theme approach to teaching and learning.

This approach aims at providing a more functional approach to teaching and learning. Some aspects are introduced as part of the 'hidden' curriculum e.g. in counselling students.

1.6 Levels

Concern with work ethics - the values, attitudes and responsibilities considered important for work - is evident to some degree across the entire range of Primary and Special education. The development of good work habits and positive attitudes to tasks and duties is important at all levels of schooling.

1.7 Compulsory or Optional?

Aims/objectives stated in individual departmental syllabus documents reflect the values adopted by the specific State/Territory Departments of Education and are therefore compulsory. Thus, any aim/objective that can be assumed to have work-oriented elements in it is also compulsory, unless specifically stated otherwise.

2. Instructional Process

2.1 Content

Where guides for work-related subjects exist, content usually includes objectives which specify knowledge, skills and understanding that pupils are expected to attain.

2.2 Instructional Materials

No specific pupils 'work-oriented' materials are available for teachers or pupils, but syllabuses, teachers' guides, certain pupil materials and audio-visual materials that contain notions of work-oriented education are provided in regular subject areas. In all States, as well as those materials supplied through Departments of Education, there is the facility to obtain appropriate materials through commercial sources.

2.3 Development of Materials

In most States, and territories syllabuses and their supporting curriculum materials that cannot be obtained commercially are developed by the relevant Education Departments through their Curriculum Directorates or Curriculum Services Branches.

2.4 Free Materials

Generally, materials are issued free to pupils and teachers in State schools.

2.5 Provision of Materials

Schools in States and territories can obtain materials by the following methods through direct issue of resources from their relevant Department of Education:

- from school funds;
- by subsidy scheme;
- by loan.

2.6 Local Resources

Schools are encouraged to use local materials, facilities and persons in school programmes. The extent to which this is done varies from school to school, and is very often dependent upon the resources available to the school in the local community.

2.7 Special Facilities

Generally no special room/areas of land are provided. In Queensland in the case of Special Schools where home economics and manual arts form part of the total programme, special rooms are provided and equipped with the necessary equipment.

2.8 Teachers and Training Programme

Teachers specializing in work-oriented education are not usually employed at the elementary level in Australia. The expectation is that all teachers will teach work-oriented content as part of normal teaching practice.

2.9 Support Provisions

Support provisions vary from State to State. In most States, support for Special Education includes a team of State-wide consultants in specific areas (e.g. curriculum development, drama, music, physical education, early education) together with a number of other services (library services, centre for the district resource networks, etc.). Some elements of the work of all these specialists and agencies could be interpreted as 'work-oriented'. Regional Education Centres throughout the State provide support to both Primary and Special schools through services such as counselling support for pupils, facilities available at locally managed Education Centres and a small number of regionally based advisory teachers.

2.10 Methods

In elementary education, most 'work-oriented' education would occur incidentally as a component of specific curriculum areas.

2.11 Co-curricular Activities

There are no 'co-curricular' activities as such, as they are interwoven into the total school programme.

3. Evaluation and Feedback

3.1 Pupil Evaluation

There is no one systemic approach to evaluation in the Australian States and Territories. Implementation of the objectives of each subject area should ensure that the implicit goals of work-oriented education are reinforced and directly supported.

3.2 Communication of Results

Results of evaluation of pupils are communicated both orally and in written form. Such reporting can be to a variety of audiences and not just the parents alone. These include other teachers and administrators in the same school or in other schools, medical and paramedical personnel, guidance and counselling personnel and the pupil himself.

4. Problems and Issues

4.1 Outline of the Problems and Issues

The development of any new programme and its intended installation means 'change' and more often than not change causes conflict - conflict between the innovators and teachers, parents, students, and the community in general. Such conflict can usually be accommodated through communication, which is one of the major elements of the implementation phase.

At the school-based level, time is considered to be the most inhibiting factor in curriculum development.

4.2 Future Prospects

Those elements of the curriculum, which have been identified in this survey as being work-oriented or work-related, have no reason to be discontinued in the near foreseeable future. No doubt some modifications are inevitable, but major revisions at the present time are not envisaged. Most States and Territories are conscious of the need to address the issue of 'life skills' in curriculum development - 'life skills' implying an emphasis on processes involved in learning rather than acquisition of knowledge or specific vocational skills. Current reports from most of the States indicate that this will be a major focus in future curriculum developments.

QUESTIONNAIRE E: CURRICULUM LOAD

1. Definition

'Curriculum load' is perceived to be the number of subjects to be undertaken in the curriculum, the amount of content to be covered as prescribed by each subject syllabus weighed against the time available for this coverage, and the range of other curriculum-related activities which together impinge on the teaching/learning time available to teachers and children.

2. Concerns of Teachers/Parents

The following are the concerns of teachers:

(1) Implementation of Departmental syllabuses and guidelines with respect to amount of content, rate and frequency of curriculum change, dissemination and implementation processes, and reduced on-task time.

(2) Inclusion of across-curriculum programmes.

(3) School-based curriculum development.

(4) Extra-curricular activities.

Concern has also been expressed by parents, particularly with regard to curriculum-related and extra-curricular activities; Parents expect teachers to undertake these as part of formal duties, and consider such to be indicative of a "good school". Although, in this sense parents appear extremely appreciative, these expectations represent further demands on teacher time and workload whilst the arrangement for activities often cut into teaching/learning time.

3. General Assessment of Curriculum Load

In general, the total curriculum at the elementary stage in Australia can be considered heavy.

4. Assessment by Different Dimensions of Curriculum Load

A. Scope of Objectives

In most states the scope of objectives was described as being "wide". This was particularly so in relation to what could be considered as the 'major' subject areas of English/Language Arts, Mathematics and Social Studies. It is pointed out, however, that in all States and Territories, schools have considerable autonomy with regard to the selection of objectives and content within subject areas, and that in most cases the provision of such scope is deliberate to enable schools to tailor their programmes to meet the needs of their specific school populations.

B. Difficulty of Course

All States and Territories consider the difficulty of the courses offered to be "about right" for average ability children.

C. Language Used in Textbooks

Pupil textbooks are not commonly used as an integral resource in Australian elementary schools. Where they are used, most frequently in mathematics, the language level is considered to be "about right". Concern has been expressed, however, about the language and comprehension level of many commercially-produced resource materials used in elementary schools, e.g. topic books, reference books.

D. Length of Course

Most courses are described as "lengthy".

E. Availability of Time

In four of the States and Territories the allocation of time to specific subjects and cross-curriculum programmes is the prerogative of the school.

5. Factors Contributing to the Problems of Curriculum Load

Factors given include:

(1) the 'rate and frequency' of curriculum change;

(2) the nature of the implementation process employed;

(3) the inadequacy of extensive in-service training of teachers for curriculum innovation and change;

(4) administrative and clerical duties and the lack of

clerical support for teachers, especially in smaller schools;

(5) perceived inadequacies in teacher effectiveness particularly in relation to the identification of, and special provision for children from disadvantaged backgrounds, 'gifted' children with learning difficulties and physical or intellectual disabilities. In addition the increasing practice of 'mainstreaming', i.e. the placement of children with physical or intellectual disabilities into regular educational programmes, can place additional demands on teacher time and effectiveness;

(6) societal changes which have resulted in many parents/caregivers being almost entirely dependent on the schools for "minding" children during most daylight hours;

(7) pressure from societal groups to incorporate additional programmes into the curriculum;

(8) additional responsibilities, beyond classroom teaching, which teachers are often required to carry out; and

(9) changes in the extent and nature of children's leisure activities, especially towards more passive activities.

6. Nature and Amount of Homework

Considerable variation exists with regard to homework, particularly as it forms part of respective Departmental policy or is seen as a school prerogative. Generally, the nature and amount given varies from school to school and all education authorities have indicated that homework should be seen merely as additional practice in processes already encountered by children and should not be seen as being excessive.

7. Effect on Enrolment/Achievements

No official studies have been conducted into the effect of curriculum load on either enrolment or pupil achievement in Australia.

8. Major Studies into Curriculum Load

Three studies pertinent to aspects of curriculum load have been conducted in Australia in recent years. These are dealt with individually as follows:

Study 1 (South Australia)

Title: Timetabling Practices in Primary and Junior Primary Schools. Education Department of South Australia. 1981.

Procedure: This study involved a questionnaire survey of a sample of teachers and administrators in primary schools throughout the State.

Findings: Current Departmental Curriculum Guidelines present a scope and depth too large to cover in any one year, or period of elementary schooling. The main concern of teachers related to the selection of curriculum content within this scope and the depth of treatment of that content.

The major outcome of this study was the production of a paper entitled "Time Allocation and The Curriculum" giving guidelines to schools on the allocation of time to curriculum areas and to selection of subjects.

Study 2 (Queensland)

Title: Teachers' Perceptions - Programme N.B. - Actual Title in Mathematics for Queensland Primary Schools. Research Branch, Department of Education, Queensland. 1981.

Procedure: The procedure involved a large scale, random sample survey of teachers and administrators throughout the State.

Findings: The survey identified a number of areas of concern which needed attention:

(1) less content was required in the upper years;

(2) much less emphasis was needed on "Sets and Logic";

(3) an adjustment was required to the content related to "Number Sentences and Problem Solving" and "Estimation and Approximation";

(4) the amount of time devoted to non-decimal number systems and common fractions should be reduced; and

(5) modification was needed to syllabus content relating to division.

Study 3 (Western Australia)

Title: Report of the Committee of Inquiry Into Education In Western Australia, Education Department of Western Australia, 1984.

Procedure: The procedure adopted by the Committee of Inquiry was to operate as a 'federation' of five sub-committees to undertake a comprehensive study of the education system of Western Australia. Each of the sub-committees assumed responsibility for one of the following aspects of education:

- Curriculum;
- Community Consultation;
- Special Groups;
- Teaching Staff;
- Certification and Tertiary Selection.

The study involved the collection and review of information from a range of different sources including:

- written submissions from organizations and associations representative of the general and education communities;

- oral evidence received at public hearings;

- visits to schools and other educational institutions; and

- reports from previous inquiries into education or related matters and documents deemed or relevance to the Committee's terms of reference.

Findings: The major findings/recommendations of the Committee of Inquiry relating to curriculum change and, therefore, its effects on 'curriculum load' are as follows:

- That the primary school curriculum be structured to be consistent with the proposed seven curriculum components, i.e. Language and Communication, Social Studies, Mathematics, Science and Technology, Physical and Health Education, Vocational and Personal Awareness, and Practical and Creative Arts.

- That appropriate committees be established to develop materials for each curriculum component which integrate, as far as possible, the various subjects within each component.

- That, where appropriate, new syllabuses be developed on the basis of sequential progress through primary and secondary schooling, as has been achieved in the Social Studies K-10 Syllabus.

- That sequential curriculum materials be developed where there is obvious need, such as computer science within Science and Technology, sex education within Vocational and Personal Awareness, Aboriginal studies and multicultural studies.

- That a co-ordinated approach be taken where appropriate, as, for example, the use of the concept of design education within the Practical and Creative Arts Component.

- That a pre-primary to Year 12 Vocational and Personal Awareness syllabus and associated curriculum materials be developed centrally as an urgent priority.

- That curriculum revision and teacher development be undertaken to ensure that all subject areas include an emphasis on 'life-skills', including ethical principles.

- That all schools be required to develop policy statements which indicate the way in which the identified subjects and topics across the curriculum are to be integrated into the school programme.

- That when schools and school systems review their curriculum in order to formulate the policies required in other recommendations, they should also consider the inclusion of units on moral education, religious studies, and peace studies.

- That each school develop a documented policy statement relating to literacy and numeracy, that provides for co-ordination of the teaching programme throughout the school.

- That school systems and individual schools adopt an organizational structure that helps promote the coordination of the subjects within each of the seven curriculum components.

- That all schools and school systems develop and implement policies of computer usage in schools so that all students benefit from the use of and experience with computers and are educated in relation to this form of technology.

- That new guidelines be established for time allocation in primary schools, based on the seven-component curriculum structure.
- That programme guidelines be prepared and circulated as an essential part of each primary syllabus, and that they cover grouped classes.

9. Modification of Curriculum

In all Australian States curriculum evaluation, modification and revision are continuing processes both at the system and school levels.

BANGLADESH

QUESTIONNAIRE A: BACKGROUND INFORMATION

1. General Information

1.1 Location and Size

Bangladesh is situated in the eastern part of the Indian subcontinent with latitude between 20.75° and 25.75° North and longitude between 88.3° and 92.75° East. The country covers an area of 143,998 square kilometers (55,598 square miles).

1.2 Main Geographical Features

The climate of Bangladesh is generally described as tropical monsoon. It is characterized by cool winter, warm to hot summer, heavy summer rainfall, and occasional storms and cyclones. The climatic characteristics are due to the particular location of the country. The tropic divides it almost in two halves, the high Himalayas overlook it to its north and the waters of the Bay of Bengal surge over to its south. The tropic contributes to the high temperature; the Himalayas protects it from the incursion of northern cold waves; and the Bay brings in the Monsoon rains.

The average annual temperature is around 78°F. The January average ranges between 62°F in the North to 66°F in the South. The summer maximum varies from 90°F to 95°F with July temperature varying between 80°F and 85°F. Extremes of temperature as high as 110°F and as low as 45°F may be experienced locally, though very infrequently.

Rainfall is not uniform all over the country. It varies from about 55" in the northwest or centre-west of the country to about 200" in the northeast. Rains come here mostly during the June-September period with July and August experiencing the maximum.

Three distinct seasons can be easily recognized in Bangladesh. These are the winter (November - February) with cool temperature and practically dry weather, the summer (March - May) with high temperature and some rainfall followed by the summer - Monsoon (June - October) with fairly high temperature and rainfall.

1.3 Population

With a total population of 96 million (according to 1981 census) Bangladesh is the eighth most populous country of the world. She also belongs to the high density area of the surface of the globe, the average density being 1,955 persons per square mile. The annual growth of population is 2.36 per cent. The total number of children according to age group is given below:

Age Group	Number of Children	Percentage
0 - 4	18 million	18.7
5 - 9	16 million	16.7
10 - 14	12 million	12.5

1.4 National Education Budget

In Bangladesh the national budget can be divided into two parts:

(a) the revenue budget, and (b) the Annual Development Programme (ADP). The education sector in Bangladesh receives allocation separately from both the revenue budget and the ADP which is the annual programme included in the Five Year Development Plan.

The percentages of allocations to education sector and primary education in the revenue budget and the ADP during the years beginning from 1983 is given below:

Years	Education sector Revenue/Development		Primary Education Revenue/Development	
1983-84	10.0%	4.3%	5,2%	1.9%
1984-85	16.7%	3.7%	8.3%	1.7%
1985-86	11.6%	4.3%	5.8%	1.9%

1.5 Religious Composition

In Bangladesh various religious groups live in complete harmony. The percentages of these groups are given below:

Muslims - 86.6%
Hindus - 12.1%
Buddhists - 0.6%
Christians - 0.3%
Others - 0.3%

Regarding ethnic groups in Bangladesh, 99% of the population are Bengalese and the remaining belong to various tribal groups.

2. The Educational System

2.1 Structure of Educational System

Educational system in Bangladesh has three distinct stages, viz primary, secondary and higher. The secondary stage is subdivided into junior secondary, secondary and higher secondary. The system may be illustrated as follows:

(1) Primary: grades I-V for children, age level : 6-10.

(2) Secondary

- (a) Junior secondary: grades VI-VIII for children of age level 11-13.
- (b) Secondary: grades IX-X for students of age level 14-15.
- (c) Higher secondary: grades XI-XII for students of age level 16-17.

(3) Higher:

- (a) 2 years for Bachelor degree (Pass) in general subjects.
- (b) 3 years for Bachelor degree (Honours) in general subjects.
- (c) 4 years for Bachelor degree in Agriculture/Engineering.
- (d) 5 years for Bachelor degree in medicine.
- (e) 2 years of Master's degree for those having Pass degree and 1 year Master's degree for those having Honours degree.

Structure of Education

The formal education system comprises twelve years of school education and four/five years of higher education. The school education comprises five years of primary education, five years of secondary education (the first three years being junior secondary stage) and two years of higher secondary education. The two year higher secondary education is generally provided in institutions which are called Intermediate colleges or in intermediate sections of Degree colleges.

At the end of the junior secondary stage (after eight years of schooling) boys and girls may go for two years of Trade Certificate course in the Vocational Training Institutes. On completion of Secondary School Certificate course (after ten years of schooling) they may go for three years Diploma in Engineering courses in the Polytechnics, the Leather Technology Institute and the Textile Institute. They may also go for two years of Diploma courses in Monotechnics in the Glass and Ceramics Institute, Graphic Arts Institute, Paramedical Institutes and Agriculture Training courses for extension workers.

On completion of the Higher Secondary Certificate course (after twelve years of schooling) pupils are admitted in the first degree courses of two/three years duration. Those who complete grades 13 and 14 get Bachelor Degree (pass) and those who study for three years get Bachelors Degree with Honours in the particular subject. Those who complete ordinary Bachelor's degree go for the Master's Degree course of two years duration. The Honours graduates complete the Master's degree course in one year.

The normal age of entry into a primary school is 6. But it may be 5 and can go up to 8. The age of entry tends to be lower in the urban and higher in the rural areas.

Pre-primary education is not officially recognized. But many primary schools have a hidden infant class for children of 4-5 years of age who are shown enrolled in grade I.

Evolution of Elementary School Curriculum

Curriculum development is a continuous process which reflects the purpose and content of education in relation to the needs of the country. In the past curricula at all levels have been subject to review and modification with political and administrative changes.

After the emergence of Bangladesh as an independent country, an education commission, namely the "Bangladesh Education Commission", was set up in September 1972 to go into all the levels of education from the primary upto the higher and recommend suitable measures for improvement in consonance with the hopes, aspirations and needs of a newly emerging nation. Accordingly, the Commission started its work and submitted in May 1974 its final report to the Government for consideration.

The structure of primary curriculum recommended by the Commission is given below:

Subjects of Study

(1) Bengali;

(2) Mathematics;

(3) History;

(4) Geography;

(5) Science;
  (a) Nature study, Agriculture, Health and Nutrition;
  (b) Biology;

(6) Physical exercise and games;

(7) Music;

(8) Drawing;

(9) Manual work;
(Gardening, Cleaning the class rooms, Clay modelling, Wood-work, Weaving, Binding, Cane and Bamboo work, Dying, Sewing, Poultry farming, Soap making, Plastic work, etc.).

The Commission recommended that the detailed syllabus for the subjects included in the curriculum would be prepared by the Curriculum and Syllabus Committee.

The Government of Bangladesh appointed in November 1975 a committee called the "National Curriculum and Syllabus Committee" in order to examine the proposals and recommendations of the Bangladesh Education Commission in respect of curriculum and syllabuses of primary education and to advise the Government for implementation of the Commission's recommendations in this respect.

The terms of reference of the Committee were as follows:

- Attainment of a high standard in the system of education and educational institutions based on the national ideals and goals;

- Integration of science and technology in the curricula and syllabi in order to keep pace with the present day world;

- Drawing up guidelines for preparation of syllabi in the light of the recommendations of the Education Commission for primary, secondary, higher secondary, technical and vocational education and teacher training; and

- Coordination of work by different committees set up for the above purposes.

The following objectives of education guided the Committee while framing the curriculum for primary education:

(1) To develop an individual physically, mentally, morally

and socially through the growth of his inherent power and qualities;

(2) To develop and create individual as well as national values for the good of the country and to inculcate in the minds of the students of every stage a sense of justice, dutifulness, discipline, good manners and to arouse a feeling of oneness in the interest of the country;

(3) To create an attitude of respect for mutual understanding, friendship with all men, love and affection and human rights;

(4) To prepare creative and skilled manpower through the knowledge of science and technology for economic progress and social welfare;

(5) To create dignity of labour in the minds of the pupils through work-oriented education and to inspire them to play active part in solving the problems relating to national development;

(6) To prepare an individual for a particular vocation in accordance with his merit and aptitude for earning his livelihood and to inspire the pupil to solve day to day problems through practical application of knowledge.

The National Curriculum and Syllabus Committee submitted its report on the curriculum of primary education in December 1976. The Government accepted its report and began implementation of the new curriculum from January 1978. New books written in accordance with this curriculum were first introduced for grades I to III in 1978 and by 1980 all the five grades of the primary stage were covered.

2.2 Objectives of Elementary Education

In addition to six objectives of education mentioned above, the following are also regarded as important objectives of elementary education.

(1) To eliminate illiteracy;

(2) To develop the child as a learner, as a person, as a citizen and as a worker;

(3) To relate education to the needs of the society so as to achieve socio-econimic development of the country;

(4) To produce properly trained and skilled man-power so needed for the over-all development of the country; and

(5) To provide a strong base on which the child's prospects for future education may be laid.

2.3 Agencies for Curriculum Development

The design and development of curriculum is a continuous process which involves research and try-out of research findings. In the recent past it was not possible to undertake this kind of research work, which resulted in the framing of curriculum by ad-hoc committees. To remove this long-standing draw-back, the Government of Bangladesh set up an organization, namely the National Curriculum Development Centre (NCDC), in December 1980 as an attached department of the Ministry of Education. The NCDC started operating from January 1981 when its Director was appointed. This organization continued to work in the field of curriculum development until January 1984 when under the policy of reorganization of Government and semi-Government organizations, the Bangladesh School Textbook Board (an autonomous body) and the National Curriculum Development Centre (a government organization) were amalgamated to form a new autonomous organization named National Curriculum and Textbook Board (NCTB). This new organization headed by a Chairman has three wings, namely; (1) Curriculum Wing; (2) Textbook Wing; (3) Finance Wing, each headed by a Member. The Curriculum Wing has six units each headed by a Senior Specialist who is assisted by one or more specialists and two or more research officers. These six units are: (1) Primary Education; (2) Secondary Education; (3) Higher Secondary Education; (4) Technical Education; (5) Madrasah Education; (6) Teacher Training and Evaluation. The number of professionals in the Curriculum Wing is 33 including the Member in charge of the Wing.

The Primary Education Unit of the Curriculum Wing of the National Curriculum and Textbook Board is entrusted with the responsibility of carrying out research needed for the design and development of curriculum at the primary level. Within the broad framework of the existing curriculum the Primary Education Unit can make necessary modifications in matters, like instructional objectives, course content, methodology and evaluation procedure, subject to the approval of the Board. But if any major changes have to be introduced that is done only with the approval of the Ministry of Education.

If any policy matters are involved in the curriculum changes then the proposed changes are to be referred to the Presidential Cabinet for consideration and approval. In initiating curricular changes by the Curriculum Wing, expertise is also obtained from such persons as classroom teachers, subject specialists, teacher educators and language specialists.

2.4 Duration of Primary Education

The duration of primary education is 5 years (grades I-V) and in Bangladesh the programme is the introduction of universal primary education rather than compulsory primary education.

2.5 Class Size and Pupil-Teacher Ratio

The average class size in primary school is very high in lower grades, viz. grades I - II. It is as high as 50. The average size in grades III - V is near about 40. The range of class size varies from 40 - 60 in lower grades (grades I - II) and 30 to 50 in grades III - V. The average pupil-teacher ratio is 50:1.

2.6 Scheme of Studies and Weightage for Different Curriculum Areas

The present curriculum at the primary level of education in terms of subjects at each grade and number of hours per week given to each subject is shown in Tables 1 and 2.

Table 1: Weekly Curriculum for Grades I and II

Subject	No. of Periods per Week(30 minutes each)	Length of Time per Week (Hours)	Approximate No. of Hours per Session	Percentage of Time Available
Bengali	10	5.0	180	33%
Mathematics	6	3.0	108	20%
Environmental Studies	5	2.5	90	17%
Religious Education	3	1.5	54	10%
Physical Education	3	1.5	54	10%
Art and Craft	3	1.5	54	10%
Total	30	15.0	540	100%

In addition 5 minutes each day for roll-calls. Bengali and Mathematics are compulsory each day. It is double shift school programme. Number of school days per year is 230.

Table 2. Weekly Curriculum for Grades III to V

Subject	No. of Periods per Week(35 minutes each)	Length of Time per Week (Hours)	Approximate No. of Hours per Session	Percentage of Time Available
Bengali	7	4.1	147	21%
Mathematics	6	3.5	126	18%
Environmental Studies	6	3.5	126	18%
Religious Education	3	1.75	63	9%
Physical Education	3	1.75	63	9%
Art and Craft	2	1.2	42	6%
Music	2	1.2	42	6%
English	5	2.92	105	15%
Total	34	19.92	714	100%

In addition 5 minutes each day for roll-calls. Bengali and Mathematics are compulsory each day. Figures of percentage are rounded up.

[Remarks]:

(1) The duration of the period for grades I and II will be 30 minutes and the total working hours per week come up to 15 hours with an average of 2.80 hours per day. In addition to it, 5 minutes will be spent on roll-call in the first period. Number of school days is 5.5 days a week.

(2) The duration of the period for grades III to V will be 35 minutes and the total working hours per week come to 19.92 hours with an average of 3.62 hours per day. In addition to it, 5 minutes will be spent on roll-call in the first period.

(3) The teaching of Art and Craft and Music has to be correlated with the teaching of Bengali language at different stages.

(4) Physical Education has to be considered as a compulsory subject in the daily programme of work of the school.

(5) For grades I and II there will be textbooks on Bengali and Mathematics only.

3. Qualifications and Training of Teachers

3.1/3.2 Qualifications for Entry and Duration of Teacher Training Programme

The minimum qualifications for admission into one year Certificate in Education (C-in-Ed) course at the Primary Training Institutes (PTIs) is the completion of Higher Secondary Certificate (H.S.C.) course after 12 years of schooling. Of course, at the present moment, there is some relaxation of the rule for encouraging women to become teachers of primary schools in large numbers. For women the minimum qualification for admission into the C-in-Ed course is second division pass in the Secondary School Certificate (SSC) Examination.

The minimum duration of training for primary school teachers is one year.

3.3 Course Content of the Certificate in Education

The following is the course content of one year certificate programme.

Table 3: Course Content of Certificate in Education

Subject	Examination Theoretical	Examination Practical	Total Marks
Principles of Education	80	20	100
Educational Psychology	80	20	100
Bengali	80	20	100
English	60	15	75
Mathematics	60	15	75
Environmental Studies (Society) 1) Social Sciences(60+15) 2) Population Education (20+5)	80	20	100

Table 3: Course Content of Certificate in Education (continued)

Subject	Examination Theoretical	Examination Practical	Total Marks
Environmental Studies (Science) 1) General Science(40+10) 2) Agricultural Science (20+5) 3) Health and Nutrition (20+5)	80	20	100
Religious Studies	50	-	50
Practice Teaching	-	-	200
1) Classroom teaching	-	150	-
2) Lesson plans	-	30	-
3) Preparation and use of teaching aids at the final lesson	-	20	-
Institute Records	-	-	100
1) Participation in social and cultural activities	-	10	-
2) Participation in literary activities	-	10	-
Physical Education/Sewing & Knitting	10	15	-
Arts and Crafts	10	15	-
Social welfare activities	-	10	-
Use of Library	-	10	-
Behaviour and attendance	-	10	-
Total	590	410	1000

For both theoretical and practical work, internal evaluation will cover 50% of the marks.

3.4 Selection of Principals

The selection of teachers including Head Teachers of primary schools is the responsibility of the Upazila Council, a local self-governing authority. This selection is made by a committee consisting of the following:

Chairman of the Upazila Council - Chairman

Upazila Education Officer - Member-secretary

One Headmaster of a secondary School (boys) and one Headmistress of Secondary School (girls). In case there is no girls' secondary school in the Upazila, the Head Teacher of the best primary school in the Upazila.

One member to be nominated by the Upazila Council from amongst the officers in the Upazila.

3.5 In-service Programme

Until recently, there was hardly any regular system of in-service training although in the past there were some attempts for imparting in-service training in the form of refresher courses. But after the introduction of new primary curriculum in 1978 teachers of primary schools were given orientation on the newly introduced curriculum and the textbooks and also on Teachers' Guides in a phased manner.

The AFE now renamed National Academy for Primary Education was set up in 1978 with a view to improving the quality of teachers in general and teacher trainers (PTI staff) in particular. Recently, in-service training programme in the name of 'cluster training' programme has been launched for providing regular in-service training to the teachers to be organized at the local level called the cluster consisting of a number of schools under charge of the Upazila Assistant Education Officer.

4. Research

4.1 Significant Research

The erstwhile National Curriculum Development Centre (NCDC) was set up in December 1980 with a view to carrying out research in elementary curriculum and designing, developing and implementing elementary curriculum. The NCDC began to operate from 1981 and started some work in the field of modification and revision of textbooks at the primary level.

This work has been continued after the amalgamation of NCDC with the Bangladesh School Textbook Board to form a new organization, i.e. the National Curriculum and Textbook Board. The work has been undertaken in order to ensure that curricular objectives, contents and methodology are adequately reflected in the textbooks. In pretesting the modified versions of textbooks questionnaires were sent to the teachers, parents, curriculum specialists and subject specialists. Significant comments have been received from them in matters curricular objectives, contents, methodology and evaluation of the different subject areas included in the curriculum. The study was conducted in March and April 1984.

5. Problems and Issues in Primary Education

5.1 Problems and Issues

Primary education in Bangladesh has been faced with the problem of dropout and repetition. Socio-economic reasons are responsible for premature withdrawal of children from school. To the socio-economic reasons is also included the educational reason. Many children who are enrolled in the primary school under the universal primary education programme are the first generation learners and come from the disadvantaged families. They are disadvantaged socially, economically or educationally. In many cases, these children cannot cope with the school work due to their weak background and as a result leave school after a year or two. The dropout rate is maximum at the lower grades. The repetition of class is another problem. This is due to inadequate attention given by the school to the children. The children after repeating classes sometimes drop out from school. Class repetition ultimately contributes to dropout from school.

According to 1983 figures, the total number of children of primary age (6-11) was 13,750,000, out of which 8,450,000 children were enrolled in primary school, the percentage being 61.5. And the survival rate at the end of grade 5 is approximately 20%.

About 38.5 percent of children are not enrolled in the primary school. The main reason is economic. There is also the tendency among the parents of not sending their children to school because they think that education does not bring any benefit to their material development. They depend too much on the earning of their children and are not ready to sacrifice the benefit that they receive from the earning of their children for the deferred benefit which might accrue from education of their children. This lack of motivation on the part of the parents is the main reason for non-enrolment of their children in the school.

In addition, the following are some of main problems in primary education:

(1) Lack of motivation on the part of parents;

(2) Inadequate community participation in the affairs of the school;

(3) Lack of co-operative effort for the improvement of the school houses and provision of furniture;

(4) Lack of awakening among the community that the school belongs to the community itself;

(5) Lack of interest on the part of teachers;

(6) Inadequate powers and responsibility of Head Teachers;

(7) Inadequate supervision;

(8) Inadequate management.

QUESTIONNAIRE B: INTEGRATED CURRICULUM

1. Context

1.1 Definition

The term integration means that the child should be acquainted with his physical and social environment in such a way that he can see the total environment and not any aspect of environment in isolation of the other.

It is with this end in view that in the primary curriculum environmental studies has been included in the curriculum. The course content has been designed in such a manner that the child can see the environment in its totality. No textbook is prescribed for this purpose for grades I and II. The child will learn from the actual environment, not through books. He is given direct experience with the environment in which he lives.

For grades III to V books are prescribed and the child will get acquainted with the two aspects of environment in an elaborate manner, his social and physical environment. Moreover other subject areas of curriculum, e.g. language and mathematics, should also deal with the different aspects of life of the society so that the child will see the whole life through language and environmental studies. This type of integration may be called partial integration.

1.2 Rationale

In the early stage the child cannot see the parts of the whole, rather they can easily see the whole and understands it better if the whole is presented to him. The division of curriculum into subject areas seems to be artificial to him. He will learn those things which are vitally connected with his life and problems of life. Whatever he learns, he learns with reference to his immediate environment. So, he should be given the learning experience in such a manner that these experiences become meaningful to him and that he can see the linkage among them.

The purpose is to develop the total personality of the child. As the total personality cannot be divided into parts, so the learning experiences that are given at the early stage cannot be divided into separate disciplines. The child will be a better learner and a better person if he is given the learning experiences in an integrated manner.

1.3 Present Status

Integration has been made in the curriculum as a regular programme, and not on an experimental basis. The intention is to introduce more integration in the curriculum.

Integration is partial in Bangladesh. At grades I and II integration has been mainly introduced. At grades III to V integration has to some extent been attempted by combining some aspects of environment under the name "society" and some aspects of environment under the name "science".

Following are integrated activities: Family environment, family food, clothing, shelter, different kinds of houses, household birds and animals, concept of direction, time and distance, school environment, the village, different kinds of occupation, transport system, recreation, physical environment, heat and light, and weather and season.

No textbooks are used for grades I and II, but Teachers' Guides have been provided and pictures and actual objects have been recommended for extensive use.

The teacher will create proper learning experience, and help the children to get acquainted with various aspects of the environment.

2. Inputs

2.1 Course Content

Civics, history, geography and science at grades I and II. Civics, history, political geography (society) at grades III - V. Physical geography and science (science) at grades III - V.

Integration is mainly based on contents. The course content is divided into certain units, each of which is subdivided into broad topics having a number of concepts.

Integration is based on such problems as food, clothing, housing, health, cleanliness, water, air and those related to social or physical aspects of life.

2.2 Instructional Materials

For grades I and II, curriculum provides the detailed objectives, course content, teaching aids, methodology. There are no textbooks but there are Teachers' Guides which have been provided to each school. Each school has also been provided with a copy of the curriculum. The teacher is supposed to use the local resources for teaching the integrated subject.

For grades III to V, books have been provided in the curriculum and the Teachers' Guide is also available. Here also the teacher is supposed to use locally available resources.

2.3 Teacher Preparation

The teacher has to exert himself more to teach the integrated subjects, particularly in grades I and II where books have not been provided. He needs to be more resourceful and enthusiastic. The teacher's work load has definitely increased but with careful planning he can also enjoy while teaching the subject in a lively manner like his pupils.

Integration is a concept of recent origin in the teacher training programme. The course content of teacher training programme is based on the primary school curriculum. The subjects of primary curriculum have been included in the teacher training programme so that the teacher gets necessary preparation of teaching the integrated aspects of the curriculum.

Sometimes, charts and pictures are made available to the school. Orientation courses on the textbooks, and the teachers' guides are arranged for teachers. Cluster training programme is being organized. A quarterly bulletin for the teachers of primary schools has been published by the NCTB.

2.4 Basic Requirements

No significant steps have been taken in this respect. But in some schools a plot of land has been provided for growing vegetables and for horticulture.

3. Process

3.1 Teaching/Learning Strategies

The teacher needs to adopt methods suitable for teaching the integrated aspects. To make his teaching effective he is required to switch over to innovative techniques from the traditional methods.

Teaching is done mainly in classes. But the teacher gives assignment to the children regarding various aspects of the integrated courses. Sometimes assignment is given to a particular group of pupils. The purpose is to relate the classroom teaching to the actual life of the local people.

3.2 Mode of Implementation

Integration cannot be really achieved if it is confined to classroom teaching only. The teacher is supposed to go outside the classroom to achieve real integration. The teacher may go to the paddy field, to the nearby market place, to the village, post office, bank, river port, railway station, and bus station to see the different aspects of life and to see how all these aspects are interrelated thus making the totality of life. This may be planned in such a manner that it is included in the scheme of work of the school.

The children are escorted by the teacher while integrating the course outside the classroom.

In the present circumstances provision cannot be made for a special room for integrated courses.

4. Product

4.1 Programme Evaluation

No study has been undertaken in a systematic manner. But it has been generally observed that lessons are interesting to the children where it has been possible for the teacher to make an integrated approach.

(1) The pace of progress in the implementation of the integrated approach is not found satisfactory. The teacher should be motivated to see the need for integration and thus relates his teaching to the life situations. Steps should be taken to make teaching more relevant and meaningful. In other words, teaching should not be confined to the classroom alone. Many useful things can be taught even on the play ground.

(2) The difficulties are:

a) lack of enthusiasm;
b) lack of innovative ideas; and
c) lack of motivation.

The teachers need more intensive training in teaching integrated course. The textbooks should be more life-oriented and illustrated. Guide books should be provided. The teachers should be educated though publication of bulletins for them.

5. Future Prospect

5.1 Prospect for the Future of the Programme

The programme should be continued with modification, and efforts should be made for further integration through revision of curriculum and syllabi or preparation of better teaching-learning materials.

The course content should include more meaningful and relevant materials. The instructional materials should be lively, easy, meaningful and illustrative. The guide books should be improved in technique, language and content.

In the training programme there should be specific aspects of integration, both theory and practice. Integration should be included in it.

QUESTIONNAIRE C: MORAL/RELIGIOUS/VALUES EDUCATION

1. Context

1.1 Definition

Religious education has been included as a compulsory subject of study in the elementary/primary curriculum. Under religious education the children are taught the fundamental principles and teaching of their respective religion - Islam, Hinduism, Buddhism and Christianity.

1.2 General Objectives

The general objectives of teaching religious education is to develop love and respect of children for their respective religion and to follow its principles and practices in their day-to-day life.

1.3/1.4 Status of Religious Education and Levels Offered

Religious education is taught as a subject from grade I onwards. There is no prescribed textbook for this subject in grades I and II. The textbook for this subject is introduced from grade III onwards. Of course there is a Teacher's Guide which contains methods of teaching religious education for all the grades at the primary level.

1.6 Time Allocation

The time allocation for religious education in grades I and II is 1.50 hours and that in grades III to V is 1.75 hours per week.

2. Instructional Process

2.1 Statement of Content

There is a separate syllabus in each religion for each grade. Religious education in Islam includes good manners, principles and practices of prayer, knowing God through His creations and some significant aspects of the life of the Prophet of Islam.

Religious education in Hinduism includes the study of Hindu doctrines, the form of Hindu religion, study and recitation of hymns, the Ramayana and the Mohabharata, the deities, the Heaven and the Hell, etc.

Religious education in Buddhism consists of advent of Buddha and Buddhism, principles and practice of prayer, life stories of famous Buddhists, etc.

Religious education in Christianity includes birth and baptism of Jesus, miracles of Jesus, the study of the Bible (the Old and the New Testaments).

Religious festivals are sometimes observed in school premises.

2.2 Instructional Materials

As stated above, textbooks are provided for grades III to V for the pupils and these books are given them free of cost. Teachers' Guides are also provided to the school free of cost.

2.3 Development of Materials

The textbooks are developed by commissioning authors and published by the National Curriculum and Textbook Board. Recently, the Curriculum Wing of the National Curriculum and Textbook Board has undertaken the work of review and modification of the existing textbooks with the help of experts drawn from classroom teachers, subject specialists, curriculum specialists and teacher educators.

2.5 Teachers

There is no specially trained teacher to teach religious education. One or more teachers are usually assigned the work of imparting religious education. Religious education is included in the pre-service teacher training programme but not in in-service training programme.

3. Evaluation and Feedback

3.1 Pupil Evaluation

Evaluation of the pupils in religious education takes place along with the evaluation in other subjects, generally three times a year.

3.2 Communication of Results

The results of the pupils are communicated to the pupils through Progress Reports and they are encouraged to do better in all the subjects included in the curriculum.

3.3 Rewards System

The pupil in the class who secures the highest marks in religious education may be given some reward in the form of awarding books on religion at the class level. Similarly, the pupil who secures the highest marks in this subject among all the pupils of the school may be given similar reward.

It may not be possible to give any reward at the national level because of management difficulty.

3.4 Programme Evaluation

There has not been any systematic evaluation of religious education as included in the curriculum.

4. Problems and Issues

4.1 Outline of Problems and Issues

It is really difficult on the part of the persons involved in this work to develop a well-balanced programme of religious education. The objectives of the programme can be easily drawn up but the task of selecting the contents for achieving the objectives becomes a difficult one. The problem also arises when the contents/topics have to be organized in terms of grade-levels. In other words, the main problem centres around the development of the basic course outline.

There is no specially trained teacher for imparting religious education and as such effective teaching of this subject is not always possible. Moreover, in teaching Islamyat knowledge of Arabic is essential but there are very few teacher who have good knowledge of Arabic language.

The programme as such has not been evaluated in a systematic manner. The evaluation has to be carried out by an independent body apart from those involved in implementation of the programme. It needs expertise to develop instruments for evaluation of this programme. Moreover, the area is a sensitive one and as such there is a problem for evaluation of this programme in an objective manner. However, it appears that the purpose of the programme is not being achieved to a desired extent.

It would be better if steps are taken to make major revisions of this programme.

QUESTIONNAIRE D: WORK ORIENTED EDUCATION

1. Context

1.1 Meaning

By work-oriented education is meant application of knowledge gathered from books in and outside the classroom through various activities in actual life situations.

To relate the knowledge in the textbooks to the actual life situations the teacher needs to analyze the curriculum and the textbooks and to identify the areas for practical application in and outside the classroom.

1.2 Main Concepts

The main concepts in the subject areas are identified and activities are undertaken for their practical application both in and outside the classroom. This is being tried out in primary schools which are being developed as Community Learning Centres (CLC's).

1.3 Reasons for the Programme

The main purpose for including work-oriented education is to bring into focus that there is a close relation between education and work and to impress upon the pupils that whatever they learn from the textbook should be put into application in actual life situations.

1.4 Objectives

On of the main objectives of primary education is to improve the quality of life of the society. The school will definitely contribute to this through application of knowledge.

1.5 Curriculum Areas

There is no separate subject for work-oriented education. It is integrated with other subjects, particularly with Environmental Studies.

1.6 Levels Offered

The actual programme starts at grade III. It is being tried out on experimental basis in the CLC's. There is no definite time allocation for the purpose.

1.9 Main Emphasis

The main points of emphasis of this programme are:

(1) To relate knowledge with the actual life situations in the community;

(2) To undertake certain activities while applying knowledge in and outside the classroom;

(3) To develop an attitude among pupils that education is imparted for improvement of life of the community;

(4) To develop a positive sense of the dignity of manual work; and

(5) To improve the health and nutrition status of the community.

2. Instructional Process

2.1 Content

There is no separate syllabus or statement of content for this programme. Contents are there in the textbooks of different subjects, particularly in the textbooks on Environmental Studies (Science) and Environmental Studies (Society).

2.7 Special Facilities

There is generally no special room for work-oriented education. But the school has some plot of land where vegetables are grown. In some schools flower-gardening is done. The children are encouraged to do this type of work at home in their kitchen gardens.

Very simple tools are required for growing vegetables or flowers. The teachers are given orientation training in horticulture. The pupils participate in gardening and horticulture on the school compound under the guidance of the teacher. They are also encouraged to raise poultry at home. This is done in a very limited number of schools, particularly in schools being developed as CLC's.

2.11 Co-curricular Activities

Gardening in the school compound is a co-curricular activity and this activity helps the pupils in their work of vegetable growing. Cleaning the school premises can also help the pupils in keeping the school premises clean. The daily assembly inculcates among the pupils a spirit of team work which is very important in successfully carrying out the programme of any work-oriented education.

3. Evaluation and Feedback

3.1 Pupil Evaluation

The teacher evaluates the pupils' knowledge through asking questions verbally and their attitude through the interest shown in their work. He evaluates the products of the pupils not only in terms of the quality and quantity of the product but also in terms of their enthusiasm that they have shown and labour that they have put in.

3.2 Communication of Results

The results are communicated in the Progress Report for each pupil. The teacher encourages the pupil on the basis of his performance in the work.

3.3 Programme Evaluation

There has not been any systematic evaluation of the programme. But the general evaluation shows that the pupils take a great interest in the programme and their education becomes more relevant to the society.

4. Problems and Issues

4.1 Outline of Problems and Issues

There has not been any systematic effort for developing work-oriented education programme as it is not specifically stated in the curriculum. The programme has, however, been introduced in a limited way in order to make education more relevant to the society.

It is difficult to implement the programme fully because of shortage of teachers. The teacher-training programme includes some components of work-oriented education but there is more scope for its inclusion. The evaluation instruments that have been developed at the national level could not be applied because of shortage of personnel at the national level.

There is a problem of individual evaluation of pupils because of shortage of teachers at the school.

4.2 Future Prospect

The existing programme in the CLC's needs to be given more impetus by all concerned. Steps may be taken to introduce other types of work, e.g., wood-work, bamboo-work, leather-work, metal-work in the school and for that provision should be made for a simple workshop in every school.

QUESTIONNAIRE E: CURRICULUM LOAD

1.1 Definition

The number of subjects in the curriculum, the amount of contents in each subject, the number of textbooks prescribed for the pupils and the time allocated for each subject per week all taken together go to make up "curriculum load".

1.2 Concerns of Teachers and Parents

There is a general feeling among teachers, guardians and pupils that the curriculum load is heavy. They think that there are too many subjects in the primary curriculum. There is a section among them who think that no foreign language, such as English should be taught at the primary level.

1.3 General Assessment of Curriculum Load

The number of textbooks for grades I and II are two only. But there are as many as seven subjects included in the curriculum, e.g., Mother-tongue, Mathematics, Environmental Studies, Religious Education, Physical Education, Arts & Crafts and Music. In some schools, English is taught in grades I and II even though it is not included in the curriculum for grades I and II in order to compete with kindergartens where English is taught right from the beginning. The number of textbooks for grades III to V are six but there are as many as nine subjects in the curriculum. The courses in each of the subjects are also heavy.

1.4 Assessment by Different Dimensions

The curriculum for each subject includes objectives which are wide and course content is difficult. The language used in the textbooks is also found to be difficult. The course is lengthy and the time available is inadequate.

In the Mother-tongue the objectives are wide for all grades, particularly from grades II to V. In Mathematics the course content is rather difficult from grades II to V. In Science and Social Studies the language used in the textbooks is difficult for grades III to V. The courses in these two subjects are also lengthy. The objectives of English language as set forth in the curriculum are wide for all the grades (III to V).

1.5 Factors Contributing to the Problems

The time available for all the subjects is not adequate because there are other subjects in the curriculum which have no books which have to be provided in the class routine.

The shortage of efficient teachers, the inadequate physical facilities, the pressure of examination, the additional responsibilities for teachers do contribute to the problem of curriculum load.

The inefficient teacher cannot teach the subject in the most effective manner, as a result of which the subject seems difficult to the pupils. The teacher cannot teach well and the pupils cannot also learn well in a classroom which is overcrowded and which has inadequate furniture and equipment. The fear of examination among the pupils creates unnecessary psychological strain among them which make them feel that the curriculum is heavy for them.

Sometimes, it happens that the children, particularly from the disadvantaged families are afraid of coming to school because they find the curriculum difficult to follow and even though they are enrolled in school, they drop out after some time. It is also found that the pupils do not make expected academic progress because of curriculum load.

1.6 Home Work

The pupils are given home-work for developing good handwriting, correct spelling, correct writing in the Mother-tongue and in English. They are also given home-work in Mathematics.

1.8 Major Studies

There has not been any systematic research on curriculum load at the primary level.

CONCLUSIONS AND FUTURE PROSPECTS

The present study of Primary Curriculum in Bangladesh is the first of its kind. The areas selected for the study are considered significant because they need to be given special attention if a well-balanced curriculum is to be provided for the children. The study has revealed considerable facts and information which need to be given due consideration if we want to make primary education worth while for our children and society.

The study has also revealed that the respondents to the questionnaire, who are primary school teachers, found the job of making responses to the questions not only challenging but also interesting. Many of the respondents frankly admitted that this was for the first time in their professional career that they were faced with such questions concerning the vital aspects of primary curriculum.

The results of the study will be useful not only to the curriculum planners and developers but also to the classroom teachers who are to implement the curriculum. In future, while undertaking the renewal of the primary curriculum this study will be of great help. The classroom teachers will also be able to make a more critical study of the curriculum which they have to deliver so that they can contribute more effectively to the renewal of the curriculum in future. This kind of study will, therefore, ensure better and more effective participation of all concerned including the classroom teacher in providing a curriculum which is best suited to the needs of the children, community and the society at large.

CHINA

QUESTIONNAIRE A: BACKGROUND INFORMATION

1. General Information

1.1 Location and Size

China is a unified, multi-national and socialist country, situated in the eastern part of Asia and on the western edge of the Pacific Ocean. From north to south, the territory of China extends from the Heilong River north of the town of Mohe to the Zengmu Reef in the South China Sea, and from west to east, it stretches from the Pamirs Plateau to where the Heilong and the Wusuli rivers meet. China's land area covers approximately 9.6 million square kilometres.

1.2 Main Geographical Features

China's terrain is high in the west and low in the east like a three-step staircase, with varied topography and vast mountainous and hilly areas. The proportion of plains, hills, mountains, plateaus and basins in the country's total area is 12, 10, 33, 26 and 19 per cent respectively. To the east of the "third step" is the wide continental shelf formed by the shallows, which are an extension of the land into the ocean.

The greater part of China lies within the temperate and sub-tropical zones. Most of her regions have a distinct continental climate, characterized by the large ranges in temperature, which is high in summer and low in winter.

1.3 Population

China conducted her third census at zero hour, July 1, 1982 as the standard time. The figures concerned are as follows:

(1) China has a population of 1,031,882,511 including the population of Taiwan Province, Xianggang (Hongkong) and Aomen (Macao). The population of the 29 provinces, municipalities and autonomous regions on the mainland, including members of the armed forces, is 1,008,175,288. (Excluded from this figure is the population of Jimen, Mazu and other islands of Fujian Province. The same applies to the figures given below.)

(2) The number of births in 1981 in the 29 provinces, municipalities and autonomous regions was 20,689,704 with a birth-rate of 20.91 per thousand. The number of deaths in 1981 was 6,290,103 with a mortality rate of 6.36 per thousand. The natural increase in the population in 1981 was 14,399,601, a rate of 14.55 per thousand.

As a developing socialist country with the largest population in the world, China promotes family planning so that population growth may fit the plans for economic development. China's natural population increase rate was reduced from 20.89 per thousand in 1973 to 11.45 per thousand in 1983.

(3) A 10% sampling calculation of the recent census indicates:

0 - 4 age group - - -	9,471,664
5 - 9 age group - - -	11,073,163
10 - 14 age group - - -	13,180,221

1.4 National Budget and Education Funds

The final state accounts and education funds (Unit: 100 million Yuan) are as follows:

	Final state accounts*	Education funds**	%	Primary education funds	%
1976	806.2	50.49	6.23	20.66	40.92
1980	1,212.7	94.18	7.77	32.27	34.26
1983***	1,292.45	127.85	9.89	45.25	35.39

* The final state accounts refer to the actual executive amount at the end of the year, while the budgets to the planned amount at the beginning of the year.

** In China, education funds, including those for primary education, refer to the educational administrative funds, excluding: (1) funds for capital construction; (2) funds used for education from the various subsidies for minority nationalities, border and underdeveloped areas; (3) education funds from state enterprises, institutions, collective economic organizations and other social resources; (4) incomes from the work-study programme in some schools, etc.

*** The final state accounts for 1984 have not yet been announced.

1.5 Ethnic Composition and Religion

The Han nationality population in the 29 provinces, municipalities and autonomous regions is 936,703,824, accounting for 93.3 per cent of the total; the minority nationality population is 67,233,254, making up 6.7 per cent.

Of the 55 minority nationalities 15 have a population of more than one million; 13 have a population of more than 100.000 but less than one million; 7 have a population of more than 50,000 but less than 100,000; and 20 have a population of less than 50,000.

The religions in China are Islam (Islamism), Buddhism, Daoism, Christianity, etc.

2. The Educational System

2.1 Structure of the Educational System and Curriculum Development

The structure of the educational system in China is as follows: The Central Government establishes the Ministry of Education. The provinces, autonomous regions and municipalities establish education departments/bureaus. The counties set up education bureaus. The townships have education teams or special education administrators. This organizational structure will insure the unification of central leadership and the different levels of local administration.

The evolution of primary school curriculum in China over the past ten years is as follows: More attention is paid to the pupils' moral education. Since the autumn of 1981, moral education has been widely offered to all grades. For the extension and enhancement of natural science education, the natural science course formerly offered in higher grades, is now taught in the lower grades. In order to cope with the needs of the policy of opening to the outside world, foreign language is taught in areas and schools with better conditions, particularly, in schools in the special economic zones and cities opened to the outside world. Social science education has also been enhanced. Geography and history courses, once suspended during the "ten-year turmoil", have been offered again in the higher grades. Except for the basic instructional requirements as common pre-requisite, instructional plans for the urban and rural primary schools are differentiated to meet local needs. While classroom instruction is being improved, various and colourful extra-curricular activities have been organized to help the children broaden their minds, arouse their intelligence and cultivate their creative ability and spirit.

2.2 Objectives of Primary Education

The objectives of primary education in China are:

"The pupils are expected to develop the following traits: love for their motherland, the people, physical labour, science and socialism, and helped to foster preliminary communist morality and form good habits in their behaviour."

"The pupils are expected to possess the initial capabilities of reading, writing and calculating; they are also expected to obtain general knowledge on both natural and social sciences and form good learning habits."

"The pupils are expected to build up their health and have a sound development both physically and mentally; and form good habits in life and labour."

2.3 Agencies Concerned with Education Policies and Curriculum

The following roles are played by different agencies:

- Educational policies are decided by the State Council and Ministry of Education.
- Curriculum development is decided by the Ministry of Education.
- Implementation of policy is conducted by educational administrations at all levels and schools.

Overall processes of curriculum development are controlled by educational administrations and educational research institutions at all levels and schools.

2.4 Years of Primary Education

The number of years for primary education and compulsory education:

Primary education: five/six years.

Compulsory education: five/six years.

2.5 Class Size and Pupil-Teacher Ratio

The average class size in primary schools is 33.6 pupils and the range of class sizes is from several, more than ten up to forty or fifty pupils.

The average pupil-teacher ratio is 25:1

2.6 Organization of School Programme

The total number of periods per week at grades one and two is 23-24. The total number of periods per week at grades three to six is 25-26.

The duration of each period is 40 minutes in general. In consideration of the characteristics of pupils in the lower grades, the duration of each period in these grades is 35 minutes. If there is difficulty in arranging the classroom, the duration can be 40 minutes to prevent interference caused by the bells. Five-minute indoor rest or activities is provided for between two periods. The primary schools with better conditions may try to implement a system of either 40-minute or 30-minute instructional periods or a combination of both so as to cope with the instructional styles and special needs of pupils in the various subjects.

The total duration of one school day is 6 to 7 hours in general.

There is a 10-minute break after each period. The break after the second period in the morning lasts 20 minutes for physical exercises and eye protection exercises. Lunch and midday rest take 1.5 to 2.5 hours.

Schools are required to be open 34 weeks per year.

There are ten compulsory subjects.

Foreign language is offered only in schools where qualified teachers are available, otherwise, it is not taught.

2.7 Time Allocation

The time allocated per week to each subject is as follows:*

Subject	Grade					
	1	2	3	4	5	6
Morality	1	1	1	1	1	1
Chinese	10	10	10	9	9	9
Mathematics	5-6	5-6	6	6	6	6
Foreign language					(3)	(3)

Subject	Grade					
	1	2	3	4	5	6
Natural Science			2	2	1	1
Geography					2	
History						2
Physical training	2	2	2-3	2-3	2-3	2-3
Singing and playing	1	1				
Music	2	2	2	2	2	2
Art	2	2	2	2	1	1
Physical labour				1	1	1

* The time allocated per week to each subject is filled in the blanks according to the Instructional Plan for Full-Time Six-Year Urban Primary Schools.

3. Qualifications and Training of Teachers

3.1 Qualifications for Entry to Teacher Training Institutions

The middle teacher-training schools train the primary school teachers in China. They enrol graduates of junior middle schools and young people who have the same educational level.

3.2 Duration of Pre-Service Training

The duration of training for primary school teachers is three or four years.

3.3 Content of the Teacher Training Programme

The middle teacher-training schools offer the following courses; politics, Chinese, maths, physics, chemistry, biology, physiology, history, geography, foreign language, psychology, pedagogy, and instructional methods for the following subjects offered in primary schools: the Chinese language, maths, natural science, physical education, music, art, etc. Nationality teacher-training schools offer the nationality language course for particular minority groups.

3.4 Selection of Principals

The selection of principals for primary schools is based on organizational criteria. Principals are recommended jointly by school administrators, teachers and staff. The senior educational administrators concerned make an overall examination and judgement on the recommended person with regard to his or her morality, vocational level, professional skill, health, etc. The qualified ones will be recommended to the County People's Government for appointment.

3.5 In-Service Training Programme

The in-service training for teachers of primary schools is very important. According to the different conditions of various types of teachers, training is carried out, in the form of learning by correspondence, face-to-face instruction during spare time, off-the-job training, in-service self-study, etc.

In accordance with the principle of "learning what one is going to teach and making up for what one lacks", teachers who have difficulties in their present instructional work are first of all organized to study intensively the materials they are going to teach and know well the basic instructional principles and instructional methods so as to meet the preliminary requirements of the instructional work.

Teachers who are able to teach lower grades in primary schools but who are not yet normal school graduates are given the chance to study systematically courses offered in normal schools, so as to reach that level and be competent for their work.

Teachers who are normal school graduates and have certain experiences in teaching are encouraged to carry on in-service study by themselves and raise their vocational level and instructional ability, so as to become key teachers or exemplary teachers.

4. Research

4.1 Significant Research

During the past 5 years, two significant research activities were carried out for the primary school curriculum in China.

In 1980-1981, after some investigation and research work, the Ministry of Education issued the Instructional Plan for Full-Time Five-Year Primary Schools (Draft).

In 1983-1984, in accordance with the principle that education should be geared to the needs of the modernization, the world and the future and on the basis of the former instructional plan for five-year schooling and the experiences in the reform of primary school teaching, the Ministry of Education issued two instructional plans: (1) the Instructional Plan for Full-Time Six-Year Urban Primary Schools (Draft) and (2) the Instructional Plan for Full-Time Six-Year Rural Primary Schools (Draft).

5. Some Problems and Issues in Primary School Education

5.1 Pupil's Failure and Drop-Out

It is a common observation that there are always a few pupils who don't do well in their studies. The reasons are closely connected with teachers' instructional methods and experiences, pupils' intelligence and diligence, family circumstances and social environments. With regard to these pupils, timely remedial measures demand that teachers show great concern for them and increase individual coaching and ask the parents play a supporting role.

Generally speaking, there is little or no problem of drop-outs in the urban primary schools, except that of individual pupils leaving schools owing to poor health. In the countryside, however, especially in mountainous areas with disadvantageous environments, a few pupils will drop-out because: (1) their families need labourers; (2) their failure in studies make them lose confidence in themselves; (3) their parents show no concern for their schooling; and (4) they have poor health or are under stress of the weather.

5.2 Enrolment

In 1983, school-age children totalled 112,512,100 in China, 105,777,500 of whom were enrolled. The national average rate of school-age children enrolment was 94 per cent.

Poor health as well as physical and mental handicaps are some of the reasons for non enrolment of school-age children. In some rural areas, people are used to send their children to school for the first time at an older age, i.e. above seven. In some of the mountainous, forest, or pastoral areas, islands or areas with network of rivers where transport facilities are poor for the scattered population, the distribution of primary schools,in some cases, cannot meet the needs of the children, who are supposed not to go far to attend schools. Poor facilities or unsatisfactory instructional results in some schools may also affect the enrolment to a certain extent.

5.3 Other Problems

There are several obstacles to primary schooling in China. For example, even an increase in school funds cannot meet need for education development. Many teachers are not qualified and there is a great need for experienced teachers. Most schools have simple or even poor facilities. There is also a lack of libraries and books. The above-mentioned problems are expected to be gradually solved along with the modernization of the country.

QUESTIONNAIRE B: INTEGRATED CURRICULUM

1 Content

1.1 Definition

In China, "integration" in the primary school curriculum generally means that the content of several subjects with similar features is put together into one course. This is the typical meaning of the word "integration", and in the following explanation the science course is taken as an example.

The integration of instructional contents for primary school science basically takes the structure of nature as its system. The concepts or content are arranged in accordance to the process of cognitive development of children, that is, from the easy to the difficult, from the perceptual to the rational or from the known to the unknown. Various content that are interrelated to each other are integrated wherever possible. For example, the knowledge about acoustics can be integrated with the knowledge about the ears in one learning unit.

1.2 Rationale

The reason that leads to the integration for primary school science is due to the fact that primary school pupils, from the point of view of their age characteristics, psychological development and knowledge foundations, are still not qualified to study science in accordance with the scientific classification of individual subjects. Only the adoption of an integrated curriculum is feasible and suitable to the children's level of maturity and the process of cognition. At the same time, the adoption of an integrated curriculum will lay the foundation for further study in individual subject areas in middle schools.

The educational objectives through integration are:

(1) To teach, according to the actual conditions of the pupils and the principle of acceptability, the preliminary knowledge about nature and man's efforts in the exploration, utilization, transformation and protection of nature, which will enable pupils to acquire necessary knowledge in natural science; to develop the interests and abilities of loving, studying and using

science and to be nurtured with the scientific attitude and correct outlook towards nature;

(2) To reduce the number of courses at the primary stage and lessen the pupils' load so that they will be encouraged to study more and to build up their health and have a sound development both physically and mentally.

1.3 Present Status

The integration of content in the field of natural science has been introduced long ago in China and has been established as a regular course.

Integration has also been applied to certain courses.

The integrated curriculum has been adopted from the kindergarten to the primary school. At the kindergarten stage, the courses of language, singing and playing, art, knowledge about science are all integrated.

The content of syllabus and textbooks in natural science for primary school is organized in an integrated manner. The Syllabus of Natural Science for Primary Schools stipulates: "The purpose of natural science course at the primary stage is to guide the pupils to obtain the preliminary knowledge about nature and man's efforts for the exploration, utilization, transformation and protection of nature ·····". This reflects that the instructional content of natural science for primary schools take the structure of ecosystems in nature, instead of the classification of individual subjects in natural science as its system. This principle of integration is also reflected in the science textbooks. The outline of primary school natural science is as follows:

(1) Four seasons on the earth;

(2) Water on the earth;

(3) Air on the earth;

(4) Living things on the earth;

  (a) Plantations;
  (b) Animals;
  (c) The structure and physiology of the human body;
  (d) The evolution of the living things;
  (e) The preservation of the balance of nature;

(5) Rock and soil on the earth;

(6) The solar system;

(7) Stars, stellar systems and the universe;

(8) Weapons of mankind to conquer nature;

   (a) Machinery;
   (b) Energy;
   (c) Matter.

2. Inputs

2.1 Course Content

The textbooks for the integrated curriculum of primary school natural science are compiled book by book and lesson by lesson on the basis of giving the pupils the preliminary scientific concepts and for developing their preliminary ability to study and use science.

2.2 Instructional Materials

According to the instructional plan for primary schools issued by the Ministry of Education, the People's Education Press -- an organ for the compilation of instructional materials affiliated to the Ministry -- has finished compiling all the textbooks (Books 1-6) and teachers' guide books for primary school natural science. The Education Bureau of Shanghai Municipality has also compiled textbooks and teacher's books for this course. The educational administrations and teaching research institutions at various areas have also published similar instructional materials.

2.3 Teacher Preparation

The adoption of an integrated curriculum in primary school natural science requires the teachers to have comparatively broad knowledge and be able to use, collect and make specimen, models, pictures, instruments and chemical reagents. It also requires the teachers to play the guiding role actively and the pupils to play the principal part fully, so the teachers should pay attention to the study of pedagogy and child psychology, to their instructional work and the improvement in their instruction methods. They should also upgrade the quality of classroom instruction and give guidance to the pupils in extra-curricular activities, scientific and technical group activities or small garden planting activities. All the above mentioned requirements have set a still higher demand on the teachers and will therefore increase their work load. To solve this problem, some areas require that natural science teachers should teach not more than 12 periods a week in order that their work load be reduced.

The natural science teacher training programmes in various areas are carried out in several forms: in-service training, instruction research activities, professional lectures, short-term out-service training and so on. The middle teacher-training schools offer the course of "Instructional Methods for Primary School Natural Science". This is also an effective measure to train new teachers for the course.

Such guidance materials for teachers as "Instructional Methods for Primary School Natural Science", "Handbook on Experiments for Primary School Natural Science", "Science and Technology for Primary Schools", "We Love Science", "Children's Science Pictorial", etc. have been published.

The various specialized societies like the All-China Association of Science and Technology, the All-China Association of Counsellors to Science and Technology for Youngsters as well as the youngsters' science and technology centres and the children's palaces in various areas have offered lectures on special topics or provided reference materials for the teachers.

2.4 Basic Requirements

To upgrade the teachers' ability to handle science instruction requiring observation, experimentation and other inductive techniques and to improve the quality of instruction as a whole the Ministry of Education asked its attached agency, the Instructional Instruments Research Institute to revise the "List of Instructional Instruments Allocated for Primary School Mathematics and Natural Science, 1978". In accordance the with the teachers needs in instruction, the newly-revised list stipulates that the two courses should be equipped with measurement instruments, common instruments, specialized instruments, models, specimen, hanging charts, glass instruments, chemicals, other experimental materials, tools and so on, which are in eight classifications altogether. The allocated quantities vary according to the three types of schools. Type I refers to the experimental primary schools in the county or the central primary schools in the cities. Type II refers to the central primary schools in the districts and towns and the ordinary primary schools in the cities. Type III refers to the various types of schools in the rural areas. The quantities for each type of instrument are calculated in a way that they are to be used by five classes at a time, each of which has 45 pupils. For small group experiments, each class is divided into 12 groups in Type I schools, 8 groups in Type II schools and the number of groups in Type III schools is left for the local educators to decide. This is the minimum allocation for completing the instructional activities. In allocating science equipment, necessary adjustments can be made in the light of local financial and material resources and on the premise that the adjustments contribute to the improvement of the instructional quality and guarantee the realization of objectives in the instructional plan. Well-equipped schools may consider increasing the number of groups in each class.

3. Process

3.1 Teaching/Learning Strategies

The instructional methods should be based on the instructional objectives, instructional requirements and the actual conditions of the pupils, namely, their grades, ages, psychological characteristics and so on. Teachers may choose the appropriate instructional strategy to improve instructional quality. The important word is "flexibility". In recent years, schools paid more attention to eliminating the practice of merely inculcating book knowledge, and putting more stress on guiding the pupils to explore and utilize knowledge themselves and on making efforts to train them to acquire scientific thinking methods and scientific literacy. This is an encouraging change towards improvement of instructional methods.

Generally speaking, the teachers in the integrated natural science course at the primary stage follow the whole group or small group mode of instruction. Individualized coaching is given after regular school hours.

3.2 Mode of Implementation

While the integrated natural science course of primary schools is mainly implemented in the school, pupils activities are not confined to the classroom. Under the guidance of the natural science teachers and after-school science and technology counsellors, the activities of pupils in various extra-curricular science and technology groups and youngsters science and technology centres/stations are also considered effective means enriching education in science among the pupils.

The activities of various extra-curricular science and technology groups are attended by pupils according to their interests, hobbies, special skills as well as their own choice. The activities of the youngsters science and technology centres/stations, are attended by pupils according to their choice and some by groups organized by teachers.

Many schools now have special classrooms for the natural science course, whose allocation of instruments as mentioned above has been provided.

4. Product

4.1 Programme Evaluation

In the process of developing the Syllabus of Natural Science for Primary Schools and the accompanying textbooks, public opinion was collected and considered. The trial implementation of the syllabus and textbooks in the past two years shows that the new syllabus and the new textbooks, comparatively speaking, conform to the realistic process of cognition which is favourable to the fostering of the dialectical materialist theory of nature as well as the essence of probing into the secrets of nature, and to the age characteristics and process of cognition of the pupils. All these are favourable for the pupils to study in an active and positive way and to develop morally, intellectually and physically.

The pace of progress in the implementation of the integrated primary school natural science course has not been quite satisfactory however. The teachers' professional training and the upgrading of these instructional capabilities in natural science education as well as the improvement of the allocation of instructional instruments are fairly unbalanced in the different areas and do not suit the needs of the development of the state situation.

The problems of teacher training and the improvement of allocation of the instructional instruments have aroused the attention of various areas and will be dealt with seriously in the future. The improvement of the current natural science textbooks will be undertaken step by step, following the systematic research work with the help of the teachers and the teaching/learning research departments concerned.

5. Future Prospect

5.1 Prospect for the Future of the Programme

The implementation of the integrated primary school natural science will continue and be improved step by step.

The modifications with respect to teacher preparation, instructional materials and offer concerns have been previously discussed.

QUESTIONNAIRE C: MORAL/RELIGIOUS/VALUES EDUCATION

1. Context

1.1 Terms Used

At present, this course in China's primary schools is termed "Ideological and Moral Course".

1.2 Objectives of the Programme

The Ideological and Moral Course is an important course for the cultivation of socialist spirit, for the implementation of national education policy, and for ideological and moral education and the inculcation of communist ideas among pupils. Its objectives are to enable the pupils to foster communist morality, form good habits in their behaviour and set their hearts on becoming people with ideals, high moral standard, rich knowledge and the sense of discipline, so as to lay an ideological foundation for them to be successors of the communist cause.

1.3 Status of Moral Education

It is the common responsibility of all the teachers to conduct ideological and moral education among the pupils. Besides the teachers of the Ideological and Moral Course, the form masters, Young Pioneers Counsellors and teachers of various subjects should also consult the essence of the "Instructional Plan of Ideological and Moral Course", consider the characteristics of different subjects and make joint efforts to fulfill the task of conducting ideological and moral education through teaching/learning of various subjects, form masters' work, Young Pioneers' activities, school and class meeting, morning assemblies, physical labour, extra-curricular and after-school activities, "three-in-one (school, family and society)" educational channels, etc.

1.4 Grades Offered

This course is offered to all grades in primary schools.

1.5 Compulsory Moral Education

The study of this course is compulsory in primary schools.

1.6 Time Allocation

One period is allocated to this course per week for all the grades.

1.7 Moral Education for Minority Groups

In national minority primary schools, ideological and moral education is conducted in a way different from that of Han schools, that is, in accordance with the reality of each national minority and the characteristics of the pupils.

2. Instructional Process

2.1 Statement of Content

In 1981, the Ministry of Education issued the "Instructional Plan of Ideological and Moral Course for Full-Time Five-Year Primary Schools (Draft)", stipulating that the basic content of the Ideological and Moral Course is about love for the motherland, the people, labour, science and socialism (abbreviated to "five loves"). With the implementation of the "Regulations for Primary School Pupils" the pupils are taught as they will eventually possess good moral character and manifest the standard behaviour of a citizen in a socialist country. Stress is laid on letting pupils acquire the sense of patriotism, collectivism and being the masters of their own affairs.

The main objectives of teaching/learning are: love the motherland, the people, the Chinese Communist Party and socialism; love physical labour and science; study hard; love collectivism, take care of public property; keep discipline; be civilized and polite, honest and modest, brave and lively, do hard work and have plain living.

2.2 Instructional Materials

Textbooks and teachers' books for this course are both available.

2.3 Development of Instructional Materials

At present, the textbooks and teachers' books are edited and published by the education department/bureau of every province, municipality and autonomous region. The textbooks and teachers' books for the whole nation are currently being edited.

2.4 Cost of Instructional Materials

Textbooks are given free to the pupils in the areas where free compulsory education is conducted.

2.5 Teachers in charge of Moral Education

This course is generally taught by the form masters or part-time teachers. Only a few schools are provided with special teachers.

2.6 Teacher Training Programme

The training programme for teachers is arranged specifically by the schools and the local education administrative department.

2.7 Methods and Techniques Adopted

The Ideological and Moral Course, like other subjects, needs good methods and techniques for getting twice the result with half the effort. But methods should be congruent with instructional objectives. They should be varied according to the types of objectives, content, conditions and the ideological status of the pupils. Teaching methods should not have stereotyped formats. It was found in this investigation that the major instructional methods commonly used for the Ideological and Moral Course are as follows:

The lecture method. This is a basic and commonly used method. Generally speaking, it is the teacher who gives the lectures, but sometimes he or she can arrange the pupils to lecture themselves. For example, in a story-telling class in the lower grades, the teachers can help the pupils get well-prepared before the class begins and then let them tell the stories themselves during the class. The teacher guides the pupils to understand the truth from the story and learn some knowledge as well.

The discussion method. This method is suited to middle and high grades. It can easily stimulate the pupils' thinking, enable them to form correct opinions about matters concerned and raise their ability of moral evaluation. In discussion, the teacher should guide the discussion so the class will concentrate on the problem and to stress the key points. At the end of the discussion, the teacher should guide the pupils to draw a proper conclusion, let them reach a common understanding and indicate the courses of action to take.

The demonstration method. Using this method, the teacher uses one or several instructional aids in the forms of drawing, picture, slide, tape, video, film and other devices, so as to create certain situations. The merits of this method are vividness and concreteness of the learning situation and the shortcoming is that too much information may divert the pupils' attention. The teacher should try to focus the pupils' attention on the aspects of concern and lead the pupils to draw a clear conclusion at the end of the demonstration.

The performing method. The teacher may ask the pupils to give performances such as "On the Way to School/Home" (traffic regulations should be observed), "Receive Guests at Home" (pay attention to courtesy), "On the Bus" (care should be given to the old and children). This will play an important role in heightening the awareness of morality of children, those in the lower grades in particular and helping them know the code of behaviour and form good habits.

The visiting method. Generally speaking, the visits, incorporated closely with classroom instruction, are conducted out of class and out of school. These field drops should be well-prepared with clear objectives and key points. They should be also well-organized and guided. At the end of each visit, a summary of what was learned should be made.

Behaviour training method. Simulated or practice training for some moral behaviour is conducted in the classroom or after class.

The commenting method. This method is similar to the inspection and evaluation of the pupils' achievements. It will play a positive role on strengthening the effects of instruction and helping the pupils develop merits and overcome shortcomings. The comments may be either specific or synthetic, given whenever necessary or regularly. They should include both praise and criticism, with praise given first so as to encourage the pupils to make progress.

2.8 Integration of Cognition with Behaviour

To guide the children in shaping their ideology and morality, a process that fosters and develops their cognition, feeling, will and behaviour is needed. In the closely linked and mutually accelerated relationship among cognition, feeling, will and behaviour, moral cognition is placed in a very important position while moral feeling, moral will and moral behaviour generally take moral cognition as their premise and are governed by ideology and consciousness. Therefore, the Ideological and Moral Course, like other subjects, takes the classroom instruction as its basic form.

The heightening of cognition is taken as the focal point in the contents of the course. This does not mean that its task is to heighten cognition merely or in every case, start from cognition. Particularly, from the point of view of the ideology and morality shaping process, practice is the foundation and behaviour is the concentrated reflection of cognition, feeling and will. Cognition, feeling, will and behaviour, in certain stages of their development, often show certain unbalance. Therefore, the instructional content and form for the course should be changed according to the real conditions. When the superiority of classroom instruction is fully developed, various activities which are incorporated with it should be at the same time carried out, with the purpose of organizing and guiding pupils to temper themselves in the practice activities, so as to realize the integration of theory with practice, cognition with behaviour, and to be as good as their words.

3. Evaluation and Feedback

3.1 Pupil Evaluation

To evaluate a pupil, we should examine his words as well as watch his deeds and then make a comprehensive evaluation of both. So far as the evaluation of ideology and cognition is concerned, the pupils are checked by classroom questions and answers and by written tests. As to the evaluation of behaviour, the teacher makes summaries at any time or regularly through observation and understanding of his or her pupils and through visits to their homes. At the end of each term, the teacher writes the evaluation for each pupil according to the comprehensive survey of the pupils words and deeds.

3.2 Communication of Results

As far as the manifestations of the pupils' ideology and morality are concerned, the form master often communicates with other subject teachers and parents so as to get cooperation and assistance from them.

The form master should also take good care of the data, summaries and remarks used for the evaluation and make comprehensive analysis regularly so as to help the pupils develop merits, overcome shortcomings and keep progressing on their learning.

3.3 Rewards System

The rewards to the pupils with good ideology and morality are as follows:

> At the class level -- There is a class meeting every week in which the form master praises the pupils with good ideology and morality. As to those who have done well in various activities, the teacher concerned will praise them or give them certificates of merit at the end of the activity.
>
> At the school level -- There is an event for every term in which the "three good" (physically, morally and intellectually good) pupils are chosen through public appraisal. Those who have been chosen as the three good pupils will be recorded in their markbooks and given the certificates of merit. The outstanding pupils who have found it a pleasure to help others or did not pocket the money they picked up will also be praised at the school meetings and given the certificates of merit.
>
> At the national level -- As to the pupils who have lofty ideology and morality and have done outstanding and exemplary deeds, the county education department, the provincial education department or the Ministry of Education will,

in accordance with specific conditions, circulate a notice of commendation, confer a certain honourable title, and give wide publicity to them in the press, so as to set them up as models for the youth and children of the whole country.

3.4 Implementation of Evaluation

The common practice is that the Ministry of Education together with the education departments at various levels send personnel to make investigations on the conditions of the course.

3.5 Results of Evaluation

According to the report from the experimental schools in Liaoning Province, year after the implementation of the moral education programme, the pupils have made progress in their morality and behaviour. The schools called meetings of parents to investigate the behaviour of the pupils by means of questionnaire. The investigation on the behaviour of the pupils at home showed: 92 per cent were polite, 87 per cent studied consciously, 80 per cent observed discipline, 92 per cent loved labour, 90 per cent raised their analytic ability, 70 per cent had extensive interests, 75 per cent found it a pleasure to help others and 92 per cent were capable of self restraint.

4. Problems and Issues

4.1 Problems and Issues

The contents and main points of the Ideological and Moral Course will change along with the development of our socialist modernization.

The training of the teachers of this course should be further strengthened.

The contents and methods of the ideological and moral education may change along with the development of the state situation. The guiding thought of starting the Ideological and Moral Course from childhood and of its strengthening will however remain unchanged.

4.2 Future Prospects

This course will continue to be placed on the instructional plan as one of the important courses.

The instructional contents and reference materials may constantly change along with the accumulation of experiences and the development of the state situation.

There will be no major revision within a certain period of time.

Other measures for strengthening the ideological and moral education at primary schools may also be gradually improved.

QUESTIONNAIRE D: WORK-ORIENTED EDUCATION

1. Content

1.1 Meaning

In China, the task of primary school education is to bring up a reserved army of labour for the cause of socialist construction as well as qualified students for higher schools. As primary school pupils are in general 7 to 12 years old, they are given mainly the fundamental education for all-round development, morally, intellectually and physically, at the primary stage and no specialized course for "work-oriented education" is offered. However, in order to train the children to have the correct attitude towards labour from their childhood and meet the demands of bringing up a reserved army of labour for the cause of socialist construction, great attention has been given to labour education and a labour course has been set up at primary schools.

1.2 Terms used

In China, the term similar to work-oriented education is labour education.

1.3 Reasons for the Programme

The labour course in the primary school is an important measure in implementing the principle of combining labour education with productive labour.

1.4 Objectives

The major objective of the primary school labour course is to help pupils form the correct attitude towards labour, the habits of labour and the idea of loving labour and the labouring people, and at the same time, teach them to master some simple techniques of labour or skills in production through actual practice.

1.5 Curriculum Area

The labour course, being an independent course, is an important means to conduct labour education among pupils. At the same time other courses should also integrate related labour education concepts among pupils.

1.6 Levels of the Programme Offered

The pupils at grades one, two and three do not have labour course but they are organized to do some self-service labour within their capabilities after class. The pupils from grades four to six are organized to take part in public welfare labour or simple productive labour for one period a week.

1.7 Compulsory Programme

Labour course is compulsory.

1.8 Time Allocation

One period is allocated for labour course from grades four to six every week. The time for labour course can be used separately or together. In rural schools it can also be arranged to correspond to the busy-season vacation.

1.9 Main Emphases of the Programme

Labour course emphasizes the formation of pupils' labour habits from childhood and their deep love for labour, labouring people and labouring fruits. Pupils are taught to take care of their daily life themselves, keep the environment tidy and clean, help their families with housework and take an active part in public welfare labour organized by the school. At present, it is up to the schools to make the arrangement to teach the simple labour or productive techniques according to their own conditions. The educational administrations did not set any uniform stipulations for the different schools when it comes to instructional methods.

2. Instructional Process

2.1 Content

The local education administrations at various levels compile the syllabus and instructional materials for primary school labour course according to the local conditions. At present, there is no uniform syllabus or instructional materials for the whole country.

In 1983, the Education Bureau of Shandong Province entrusted the Education Bureau of the city of Qingdao with the compilation of the "Syllabus of Labour Course for Full-Time Primary Schools (Draft)" and "Teachers' Guide Book for Labour Course (Draft)" at each grade for trial use in primary schools of the whole province. The main points of the syllabus are as follows:

(1) Purpose of instruction

Labour education is an important component part of education in socialist schools. It has great significance in the all-round implementation of education policies, the cultivation of the socialist spiritual civilization and the realization of the four modernization schemes.

The purpose of offering such course at the primary stage is to train the pupils to form habits of labour from childhood; cherish a deep love for labour, labouring people and labouring fruits; cultivate the sense of labour; broaden their minds; and learn knowledge and techniques of some simple labour; so as to lay a solid foundation for the making of a new generation with ideals, high moral standard, knowledge and discipline.

(2) Content of instruction

The main instructional content of primary school labour course includes four parts: self-service labour, housework labour, public welfare labour and productive labour.

Self-service labour refers to taking care of one's own daily life and keeping the environment clean and tidy, such as washing clothes, making bed, putting the stationery in order, etc.

Housework labour refers to the necessary labour in family life, such as cleaning the courtyard, putting household utensils in order, helping to cook, shopping, etc.

Public welfare labour refers to the thorough cleaning of the school, making the school yard green, improving the school environment, cleaning the streets outside the school, helping the members of a soldier's or martyr's family with housework, helping peasants hoe up weeds, catch pests, collect manure, plant trees, etc.

Productive labour refers to the industrial and agricultural labour such as handicraft, plantation, livestock raising, other labour within the pupils' power, etc.

(3) Considerations to be taken in labour instructions

(a) Labour must be arranged with different requirements according to age, health, sex and intelligence. The principles of "easy to difficult, simple to complex, light to heavy" proceeding in an orderly way and of raising the level step by step should be reflected in the arrangements.

(b) Moral education should be involved in the process of labour and labour combined with the instruction of various courses so as to raise the pupils' ability of understanding and using the knowledge.

(c) Support and cooperation should be gathered from pupils' parents, so that school education will be coordinated with family education.

(d) Teachers should teach pupils by their personal example as well as verbal instruction in the labour course.

(e) Preparation and research for the labour course should be well-planned, so that they will have a guarantee of time and organization. Instruction experiences of the course should be summed up carefully, in order to improve and upgrade its instruction.

2.2 Instructional Materials

A "Teachers' Guide Book for Labour Course", one for each grade, written by the Education Bureau of the City of Qingdao, is ready for the use of the teachers.

These books clearly define the specific requirements for the course at each grade as well as the instruction contents, objectives, requirements, preparations before class and instructional suggestions for each lesson. Due to the various conditions in different areas, schools are allowed to make changes in the content of the course according to their local conditions.

2.3 Development of Materials

The instructional materials of the course are compiled by the local education administrations at various levels.

2.4 Distribution of Materials

These materials are given free in some areas, and bought in other places owing to the differences in conditions.

2.5 Supplier of Materials

The local education administrations provide these materials.

2.6 Financial Provision

The funds for labour education are provided by the senior education administrations or by a part-work-part-study programme.

2.7 Facilities

Primary schools with proper conditions may establish workshops for pupils to do simple handicraft labour or grow flowers and trees, feed animals in the school yard, basins, platforms, or other spaces nearby. A few schools have set up productive workshops or small factories, farms or feed lots.

2.8 Provision of Facilities

The equipment and space for productive labour are provided by the senior education administrations, social departments concerned or local communes or brigades.

2.9 Equipment

Productive workshops and small factories of primary schools generally require simple equipment. Some of them use waste materials or scraps to make products.

2.10 Provision of Equipment

These simple equipment, generally speaking, are provided by the nearby factories, enterprises or other organizations free of charge. Only a few are purchased by schools.

2.11 Teachers and Training Programme

Labour course, generally speaking, is taught by the form master or the teacher of science. Some schools, mainly with small factories or farms, have special teachers.

Training of teachers for labour course is arranged by the schools and local education administrations according to actual needs.

2.12 Supporting Facilities

Education administrations at various levels establish full-time or part-time personnel or special organizations for labour education and part-work-part-study programme.

2.13 Methods Used

The instructional methods for labour course are mainly as follows:

Classroom instruction is combined with operation practice. The teachers teach the pupils the significance of labour, the knowledge and skills of labour in the classrooms, and the latter will do the actual operation on the basis of their understanding. In order to master the techniques and skills, operation practice should be conducted repeatedly after class or in different kinds of labour.

On-the-spot instruction is conducted in school-run workshops or productive experimental gardens. First, teachers will explain to pupils the knowledge of labour, essentials in operation, points for attention, etc., and then teach them to do the actual operation, and finally, make comments or summaries.

Pupils also take part in self-service labour and social welfare labour under the teachers' guidance, so that moral education can be given in the process of labour.

Labour education is learned through competition. For example, classes in the lower grades are organized to hold contests in putting school bags in order, opening and closing doors and windows, cleaning classrooms, putting on clothes, braiding the hair (for girls) and other activities in order to arouse and foster the children's interests in labour and give moral education in the actual labour activities.

2.14 Co-curricular Activities

The preliminary and simple labour knowledge and skills which pupils learn through the labour course and labour education are generally strengthened and upgraded through the following channels:

(1) To organize pupils to take part in self-service labour in school or do labour in school-run workshops, small gardens or farms, tree farms or grazing-land;

(2) To organize pupils to take part in activities of various scientific and technical groups. They are required to do various scientific and technical work, such as making model planes, model ships and so on un-

der the guidance of the teachers or after-school scientific and technical activities counsellors;

(3) To encourage pupils to help their parents with housework at home;

(4) To organize pupils to take part in certain social welfare labour within their power;

(5) To organize high graders in the countryside to take part in certain supplementary labour during the summer and autumn harvests;

(6) To organize pupils to visit factories and farms nearby.

3. Evaluation and Feedback

3.1 Pupil Evaluation

There is no test or examination in the primary school labour course. Evaluation is done mainly by the teachers and personnel concerned through observations of the pupils behaviour in classrooms and in labour practice. Some schools establish the "Pupils' Housework Card" which is filled in by parents and checked and evaluated from time to time by the form master.

3.2 Communication of Results

According to the principle of giving praise first, praises should be given on time to the good pupils, groups, classes, teachers and schools in various activities; and certificates of merit should be given to those outstanding ones Concrete help should be supplied on time to the very few pupils who don't do well. In the overall evaluation at the end of each term and school year, generally speaking, the behaviour in labour as an item will enter into the comments.

3.3 Programme Evaluation

The evaluation on primary school labour course is made by the personnel from the education administrations, teaching research organizations and education research institutes through visits to classes, investigations, or meetings with the teachers, pupils and their parents.

3.4 Results of Evaluation

The practice in many years shows that through their participation in the labour course and in labour practice, pupils are not only trained to have deep love for labour and acquire good qualities of diligence, patience and staunchness, but are also enabled to master certain simple labour skills, broaden the field of their knowledge and develop their intelligence. The practice of labour can also assist the instruction of other subjects. The teachers of Chinese language reported that after the pupils have taken part in actual labour, their compositions have improved a great deal. There are less compositions with empty words, but more with flesh and blood.

4. Problems and Issues

4.1 Problems and Issues

Integration among work-oriented education, technical education and ordinary education is one of the trends of development in modern education. The instructional content of primary school labour course will be gradually improved and perfected according to the needs of the four modernizations in China and the development of science and technology in the world.

The training of teachers is one of the key points for the good results of labour course. In the future, in order to carry out the training in various ways, the plan is to continue to inviting scientific and technical personnel and workers to schools to coach the teachers; or to send teachers to the factories, farms and research institutes for visits and studies; to start short-term training course, etc.

The evaluation of this course will continue to be made along with the improvement and changes in curriculum, instructional materials and requirements.

How to evaluate the pupils' attitude towards labour, their knowledge and skills of labour is still one of the weak links in the course. This will be taken up as a problem for further research and study.

4.2 Future Prospects

Labour course will continue to be an official course in the instructional plan for primary schools.

As stated above, the content of this course shall be gradually adjusted, some parts may be deleted or added to cope with the needs of social development.

QUESTIONNAIRE E: CURRICULUM LOAD

1.1 Definition

In China, generally speaking, "curriculum load" refers to the total amount of the following activities: attending classes, taking part in outside class activities which is listed in the school timetable and doing homework.

1.2 Causes of Heavy Curriculum Load

The curriculum load of the pupils in some urban primary schools, in particular that of the graduating class, is heavier. The factors causing the heavy curriculum load are many and complicated. From the point of view of instruction, some teachers extend beyond the curriculum in their instruction and use a great quantity of instructional materials besides the regular textbooks. Some adopt the "tactics of exercises sea" that is, apart from the exercises provided in the textbooks, they add a great many other exercises or use various work-books. Those with slow pupils use rest time like Sundays and holidays to help their pupils make up in the lessons that have been missed in class. Some give their pupils too many tests or quizzes which make the latter very nervous. All these have added to the work load of pupils. The above mentioned practices of the teachers are closely related to the one-sided view of certain leading administrators and the society, namely, that the proportion of pupils entering middle schools in cities or of pupils entering the key middle schools, is considered the sole standard to judge the success of work of schools and their teachers.

Some parents of the pupils give their children extra work apart from the exercises and homework arranged by the school. This is also one of the reasons for the heavy curriculum load of pupils.

1.3 General Assessment of Curriculum Load

Generally speaking, at present, the curriculum load at the primary stage is heavy. Taking the full-time six year urban primary schools as an example, the actual conditions are as follows:

> There are too many subjects in the curriculum, altogether 10, the foreign language not included.
>
> Some courses take up too much time, namely, Chinese, which occupies 39 per cent of the total periods in the primary stage and maths 23.3 per cent. (In full-time six-year rural primary schools, 41.7 per cent are for Chinese and 24.7 per cent for maths.)

In the whole school year, 36 weeks are for classes, three weeks for revision and examination, two weeks kept in reserve for collective education. There are 39 weeks for teaching altogether, which are a bit long. There are 13 weeks for vacations and holidays altogether, that is, twelve weeks for winter and summer vacations and one week for the state holidays, which are a bit short.

1.4 Assessment by Dimensions

An evaluation of the present curriculum, taking the Chinese language as an example is given below:

(1) The range of the objectives is about right.

(2) Some texts are a bit difficult.

(3) The language of some texts is not fit for children.

(4) The length of some texts is a bit long.

1.5 Factors Contributing to the Causes of Curriculum Load

In the schools included in this investigation, the teacher's insufficient knowledge of content somehow affects curriculum load. If teachers cannot present the course content and main points of the lesson clearly, the pupils will find it difficult to understand what is being taught in class and to finish their homework.

The teaching equipments are simple and crude. Many schools lack the necessary instructional aids like charts for observation, illustration and experiments. In the class, the teacher's abstract and dull narration often takes the place of the figurative and vivid object instruction. This is also one of the factors that exert negative influence upon the curriculum load. Tests and quizzes are one of the necessary means to find out the current developments in instruction as well as to improve instructional work. But if there are too many tests and quizzes, or if these are regarded as "treasures" to "stimulate" the pupils to study, these could reduce the actual teaching time and could cause pressure and further burden the pupils' mind, which in turn could produce poor results.

1.6 Homework

Homework, a component part of the instructional work, is the continuation of classroom instruction and exercises. The purpose of assigning homework is to help pupils digest and consolidate what they have learned and transform the knowledge into ability and technique. Therefore, proper arrangements of homework is of great importance to the training of the pupils to work independently, the cultivation of good habits and the development of their intelligence and creative power.

The homework assigned by teachers should accord with the requirements of the curriculum and the instructional materials and with the capability of pupils in the class. The level of difficulty of homework should conform with the ability of medium level pupils, but consideration should be given at the same time, to the fast learners and pupils with learning difficulties. The amount of homework should not overload the pupils. Exercises which can be completed in classroom should not be assigned as homework. To control the amount of homework and lighten the load of pupils, the Instructional Plan of Full-time Six-Year Primary Schools stipulates: In general, there is no written homework for grade one. The amount of homework for each day should be limited to 30 minutes for grades two and three, 45 minutes for grade four and one hour for grades five and six. All the pupils should be ensured 10-hour sleep per day.

1.7 Influence of Curriculum Load on Enrolment/Achievement

In China, generally speaking, the curriculum load in the urban primary schools does not have influence upon the enrolment and marks, but may have certain influence upon the marks of slow learners. In order to enable the curriculum load at the primary stage to accord with the various conditions in the vast rural areas, two measures were taken in the recent years.

(1) On the premise of similar instructional requirements, the six-year primary schools at the rural areas implement an instructional plan different from that of the six-year primary schools at the urban areas. The rural instruction plan allocates more periods for the two major subjects, Chinese and maths compared to the urban plan and reduced the periods for other subjects correspondingly, so that pupils may have enough time to do well on the two major subjects.

(2) The forms of primary schools at the rural areas should be flexible and varied to suit the actual conditions. While the full-time primary schools, i.e. the key primary schools of the district or township are usually well run, it is necessary to open some rural primary schools where the pupils take 4 courses: Chinese, maths, general knowledge and the ideological and moral course, and also some simply-equipped primary schools or various forms of instruction classes or groups, where only Chinese and maths are taught.

The purpose is to let the pupils in the rural areas go to schools nearby and create conditions for them to learn the major subjects at the primary stage.

1.8 Measures to Improve Curriculum Load

The problem of reducing the curriculum load at the primary stage has widely aroused the attentions of the education administrations at all levels. Investigations and studies had been conducted and relevant measures were taken. In March 1984, on the bases of investigations and studies, the Education Bureau of the Shanghai Municipality issued "Some Stipulations for Reducing the Overload of Pupils and Improving the Quality of Instruction in an All-Round Way (Trial Draft)", in which the main points are as follows:

(1) Primary school education is the foundation of education.

(2) Primary schools should implement the education policies in an all-round way so as to enable the pupils to develop morally, intellectually and physically in a lively way.

(3) The schools should provide courses strictly according to the instructional plan and conduct instruction according to the requirements of each subject for each grade. They should not raise the instructional requirements or the pass mark at will.

(4) Teachers should arouse fully the pupils' enthusiasm in study and pay attention to training them to form fine learning habits and master correct learning methods from grade one. The assignment of homework should be rational and proper in quantity. Schools should firmly stop the practices that overload the pupils and jeopardize their health, such as the "tactics of exercises sea", penalty reading or copying and so on.

(5) The number of examinations should be strictly controlled. Pupils will be given a mid-term test and a final examination for Chinese, maths and the foreign language for higher graders. There will be no examinations but only periodic check-ups for other courses. Without the approval of the municipal education bureau, the school should not carry out any unified examinations under any pretexts or ask the pupils' parents to buy extra revision materials or work-books of any kind.

(6) The school should give the pupils time for sleep, rest, extra-curricular activities in cultural, physical, scientific and technical fields, the time for housework and also some spare or free time. Classes should begin and end at the scheduled time. Pupils should have 10-minute breaks between classes and enough time for lunch and noon break. The above-mentioned time should not be used to do homework; and evenings and Sundays should not be used for make-up work.

(7) Teachers should persist in giving positive education and instructing the pupils with skill and patience. Slow learners' should not be despised, but warmly helped. Advanced pupils and excellent Young Pioneers should be chosen strictly according to the stipulated standards. The appraisal of morality should be done in accordance with the characteristics of the pupils. All teachers should look at pupils with an eye on the course of their development, affirm their achievements and encourage their improvements.

(8) The research offices of the districts and counties should regard the problem of reducing the pupils' overload and improving the quality of instruction in an all-round way as an important problem for study. They should classify the schools, instruct them respectively and win success according to the educational policies, instructional regularities and subject characteristics.

(9) The education departments of the districts and counties and all schools should firmly carry out the abovementioned regulations. They should also do propaganda work to get extensive support and cooperation from the society and pupils' parents. The education departments should recognize and spread the news about the experiences of advanced schools and teachers and commend those that have made outstanding achievements.

1.10 Modification of Curriculum

To meet the demands of the development of socialist construction and answer the challenge of the new technical revolution, many improvements and reforms will have to be done in the primary school curriculum in China to achieve an education that is geared modernization, to the world and to the future.

CONCLUDING REMARKS

China is a developing socialist country. The fundamental task in this socialist stage is the development of productive power. To develop productive power at this time when with each passing day, science and technology are fast changing and developing and the amount of knowledge and information is increasing and the speed of the renewal of knowledge is quickening, the broad working masses must continuously raise their cultural, scientific and technical levels. In order to cope with the needs of the situation, China has recognized that education is one of the important strategies in meeting these. China is now doing research work on how to speed up educational innovations and increase the quantity and raise the quality of education as well.

The fundamental principles of educational innovations in China are as follows: (1) Education should be geared to modernization, to the world and to the future; (2) the basic objective is to establish a socialist educational system with Chinese characteristics suited to actual conditions in China and to develop the potential and talent of people in large numbers and of good quality. At present, under the guidance of the above-mentioned principles, the instructional innovations at primary schools mainly focus on the following problems:

(1) To implement the educational policies of China in an all-round way, encourage the pupils to develop morally, intellectually, physically and aesthetically in a more lively and active way;

(2) To strengthen the instruction about fundamental knowledge and the training of fundamental techniques, improve the instructional content and methods, launch various activities, develop the pupils' intelligence and foster their special abilities;

(3) To leave some room for the educational and instructional work, reduce the pupils' overload, lower the transitional gradient from kindergarten to primary schools;

(4) To meet the different needs of the urban and rural areas respectively; and to consider the characteristics of rural primary schools. Two different instructional plans are used with the prerequisite of similar fundamental instructional requirements.

Instructional innovation is a complicated and hard task, for which there is no ready way to follow. At present, schools in various areas are conducting various experiments on instructional innovation on the problems aforementioned in a well-planned way. It is believed that as long as the guiding principles in effecting improvements and innovations will be followed, the new conditions in the environment will be constantly taken into consideration as well as new experiences will be used to enrich the system and new problems will be solved, there will be progress, though perhaps gradual, in instruction in the primary schools of China.

INDIA

QUESTIONNAIRE A: BACKGROUND INFORMATION

1. General Information

1.1/1.2 Location and Geographical Features

With over 3.28 million square kilometres India is the seventh largest country in the world. It belongs to a subcontinent that stands out distinctly from the rest of the Asian Continent separated by a chain of high mountains, namely the Himalayas. Within the subcontinent of central South Asia it occupies a central position. Its location at the head of the Indian Ocean further adds to its vantage location. The Tropic of Cancer divides the country into tropical and sub-tropical regions almost equal in size. But the Himalayan Mountain ranges in the north act as a climatic divide shielding the land from cold winter winds of North and Central Asia. This lends even North Indian plains a tropical touch characterized by high temperatures and relatively dry winters.

1.3 Population

According to the 1981 census, the total population of India was over 685 million, accounting for 15.53% of the world's total population. The average density of population in that year was 221 persons per square kilometre. Thus India with less than 2.4 percent of the world's land area has to sustain 15.53% of the world's population. Birth rate and death rate per 1000 population were 33.3 and 12.5 respectively; and the wide gap between the two is indicative of increasing pressure of population on its limited land resources. The population of India has been increasing at the mean rate of about 2 percent per year since Independence. As a result it has doubled its population in just 34 years.

A large number of languages and dialects are spoken in India. Of these, 15 languages have been listed or specified in the Eighth Schedule of the Constitution. These are: Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, Sanskrit, Sindhi, Tamil, Telugu and Urdu. Hindi is the official language of the Indian Union and English is the associate official language.

1.4 Expenditure on Education

The following table presents figures of total expenditure on education for 1976-77, 1980-81 and 1981-82.

Year	Expenditure in Rs. (Million)	% age of Expenditure on Education to Total Plan
1976-77	2,570	n.a.
1980-81	3,460	2.3
1981-82	4,850	2.8

The percentage of expenditure on elementary education within the overall expenditure on education during successive five year plans has been as follows:

Year	% of Expenditure
First Plan (1951-56)	56
Second Plan (1956-61)	35
Third Plan (1961-66)	34
Fourth Plan (1969-74)	30
Fifth Plan (1974-78)	35
Sixth Plan (1980-85)	Not available

Source: Census of India, 1981, Series I India Paper I of 1984. Registrar General and Census Commissioner of India.

1.5 Ethnic and Religious Composition

According to 1971 census, religion-wise composition of population was as under:

Hindus	82.72%
Muslims	11.21%
Christians	2.60%
Sikhs	1.89%
Buddhists	0.70%
Jains	0.47%
Others	0.40%
Religion not stated	0.01%

6.94% of the total population belongs to scheduled tribes. They are the original inhabitants of India now mostly confined to hilly and forested areas. They are educationally, socially and economically backward. Therefore, the government have been providing them not only free education but also reserving jobs on proportion to their population.

2. Educational System

(1) Political Framework

India, a Union of States, is a sovereign, socialist, secular, democratic Republic with a parliamentary form of government. Being a Union of States, the Republic of India is federal in structure. The President of India is the constitutional head of the Union. However, the real executive power vests in the Council of Ministers with the Prime Minister as the head. The Council of Ministers is collectively responsible to the House of the People (Lok Sabha). Similarly, in the states the Governor occupies the position of the head of the executive of the state, but it is really the Council of Ministers with the Chief Minister as the head in whom the real executive power vests. Indian Union comprises 22 States and 9 Union Territories.

The constitution provides for a single and uniform citizenship for the whole of India. The constitution offers all citizens, individually and collectively, some basic freedoms. These are guaranteed in the constitution in the form of broad categories of Fundamental Rights which are justiciable. These are (i) the right of equality including, equality before law, prohibition of discrimination on grounds of religion, race, caste, sex, or place of birth and equality of opportunity in matters of employment; (ii) the rights of freedom of speech and expressions, assembly association or union; movement, residence and the right to practise any profession or occupation; (iii) the right against exploitation, prohibiting all forms of forced labour, child labour and traffic in human beings; (iv) the right of freedom of conscience and free profession, practice and propagation of religion; and (v) the right of any section of the citizens to conserve their culture, language or script and right of minorities to establish and administer educational institutions of their choice; and (vi) the right to constitutional remedies for the enforcement of fundamental rights.

(2) The Structure of Educational System

During the post-independence period, efforts have been made to mould educational system in the country in line with the directions provided in the constitution.

Although education has now been put on the concurrent list, till recently school education had been on the State list which meant that States had a final say in the management of their school education. However, based on national consensus, the Central government provided broad policies of education which served as guidelines for the states regarding the development of school curricula and other things. The states and their educational agencies in their own interest tried to ensure common educational standards to promote mobility of their citizens from one part of the country to the other. Thus national policies are evolved through a mechanism in which all the states and union territories actively participate. Now both the Central and the State governments can legislate in matters relating to education.

During the post-independence period, a major concern of the Government of India and of the States has been to give increasing attention to education as a factor vital to national development. Problems of educational reconstruction were periodically reviewed by several Commissions and Committees notably the University Education Commission (1948-49), the Secondary Education Commission (1952-53) and the Education Commission (1964-66). The Education Commission commended the national pattern of education, popularly known as 10+2+3. It also made several recommendations regarding the general principles and policies for the development of education at all stages and in all aspects. The report of the Education Commission led to the emergence of general consensus on the national policy of education. Accordingly, the Government in the House of Parliament passed a resolution on National Policy on Education in 1968. The National Commission for Teachers set up by the government of India in 1983 further deliberated upon various aspects of school education. The recommendations of the Commission are under consideration of the government of India.

According to the existing structure of school education (namely 10+2) the total duration of school education is 12 years. Out of these the first ten years are devoted to general education; and the last two years known as plus two or higher secondary stage provide diversified courses, with an emphasis on vocationalization. The first stage of 10 years' general education is further divided into two sub-stages - elementary and secondary. Elementary stage of education varies from state to state from seven to eight years. As a result the two broad patterns in the country are 5+3+2 and 4+3+3. In majority of states, first five years constitute primary school stage, the next three years constitute the middle school stage and the last two years comprise the secondary school stage.

Constitution of India enjoins upon the state to strive for universalization of elementary education upto the age of 14 years. Therefore, there is a growing consensus that the duration of elementary education (i.e. primary and middle) should coincide with the 8 years' period (between 6 and 14) stipulated in the constitution for free and universal education.

One of the new constitutional developments in the field of education has been the inclusion of education on the concurrent list, making thereby clear that the central government can legislate on the subject and in the case of the conflict between the State and Central legislation the latter would prevail. However, the Central Government has not used this constitutional provision so far.

(3) Evolution of Elementary School Curriculum

Elementary education in India, had traditionally performed three main functions; (i) imparting of literacy; (ii) preparation for admission to secondary school; and (iii) preparation for entering into world of work.

Mahatma Gandhi felt dissatisfied with the then prevalent system of elementary education and proposed a programme of introducing basic education which aimed at providing productive craft education.

During post-independence period, the Education Commission (1964-66) which reviewed educational developments and made comprehensive recommendations for its transformation, felt that the essential principles of basic education were so important that they had to guide and shape the educational system at all levels. The National Policy Resolution on Education (1968) visualized transformation of the educational system so as to relate it more closely to the life of the people and development of the society. It recommended that work experience and national service should form an integral part of education.

In the light of the recommendations of the Education Commission and the pattern proposed in the National Policy Resolution, National Council of Educational Research and Training (NCERT), New Delhi, brought out a brochure: "The Curriculum for the Ten Year School - A Framework", in 1975. The Curriculum Framework emphasized that for harmonious development of the child's personality it was necessary not only to expose him to scholastic areas for intellectual development but also to put him in situations where he could get opportunities to work with his hands. The document further recommended that at the primary stage, work experience should begin with simple, creative self-expressional activities performed with locally available material and simple tools.

The role of work experience in the school curriculum was considered at some length by the Ishwarbhai Patel Committee (1977). The Committee felt that the concept of "work experience" needs to be replaced by that of 'socially useful productive work' (SUPW). It emphatically recommended that socially useful productive work must find a central place in the school curriculum.

A look at the existing curriculum scenario in different states reveals that this scheme of studies is followed by the states with some minor modifications. These may be either in the nomenclature of different curriculum areas or in the weightages assigned to them in terms of time or allotment of marks for the annual examination. For instance, in some states, environmental studies is treated as one single area. On the other hand in some states it is bifurcated into two distinct areas (a) social studies and (b) general science. The 'socially useful productive work' is still included in the curriculum of some states under the title of 'work experience' or 'craft education'.

2.2 Objectives of Primary Education

The objectives of education at the primary stage may be stated as follows:

(1) The child should acquire literacy. For this he must learn the first language, which would generally be his mother tongue, to a level where he can communicate easily with others through properly articulated speech and also through writing.

(2) The child should attain numeracy. For this he must develop facility in the four fundamental numerical operations and be able to apply these in its personal and social life to solve practical problems.

(3) The child should learn the method of inquiry in science and should begin to appreciate science and technology in everyday life around itself.

(4) The child should develop respect for national symbols, like the flag and the anthem, and for the democratic processes and institutions of the country. It should know about the composite and plural culture of India and learn to denigrate untouchability, casteism and communalism.

(5) The child should acquire healthy attitudes towards human labour and its dignity.

(6) The child should develop habits of cleanliness and healthful living and an understanding of the proper sanitation and hygiene of its neighbourhood.

(7) The child should acquire a taste for the good and the beautiful and should take care of its surroundings.

(8) The child should learn to cooperate with others and appreciate the usefulness of working together for the common good. Other desirable qualities of character and personality such as initiative, leadership, kindness, honesty, should also be developed as well as an understanding of its role as an individual in the home, the school and the neighbourhood.

(9) The child should be able to express itself freely in

creative activities and should acquire habits of self-learning.

2.3 Educational Policy and Curriculum Development

The Ministry of Education and Culture in the Union Government is responsible for the development and formulation of educational policies. In this task the Ministry is assisted by the Central Advisory Board of Education (CABE). The Ministry also sets up special commissions and committees to examine various aspects of education.

At the national level, the National Council of Educational Research and Training (NCERT) which is the professional arm of the Ministry of Education, is entrusted with the responsibility of developing broad guidelines concerning various aspects of school curriculum. The guidelines include stage-wise and subject-wise objectives of education, schemes of studies for different stages along with weightages for different curriculum areas, strategies for implementation of curriculum including those for teaching and pupil evaluation.

The NCERT document entitled "Curriculum for the Ten Year School - A Framework" (1975) visualized the following scheme of studies for the elementary stage of school education:

Classes	Teaching subjects	Time allocation
I-II	First Language	25%
	Mathematics	10%
	Environmental Studies (Social Studies and General Science)	15%
	Work experience and the arts	25%
	Health education and games	25%
	Total	100%
III-V	First Language	25%
	Mathematics	15%
	Environmental Studies I (Social Studies)	10%
	Environmental Studies II (General Science)	10%
	Work Experience and the Arts	20%

Classes	Teaching subjects	Time allocation
(continued)	Health Education and Games	20%
	Total	100%
VI-VIII	First Language	16%
	Second Language	10%
	Mathematics	15%
	Science (Life Sciences and Physical Sciences)	15%
	Social Sciences (History, Geography, Civics and Economics)	14%
	Arts	8%
	Work Experience	10%
	Physical Education, Health Education and Games	12%
	Total	100%

The Ishwarbhai Patel Committee was appointed in 1977 to review the Curriculum developed by NCERT. The Committee suggested the following areas of school work:

Classes	Teaching subjects	Time allocation
I-IV/V	One language	20%
	Mathematics	20%
	Environmental Studies (Social Studies, Nature Study and Health Education)	20%
	Socially Useful Productive Work	20%
	Games and Creative Activities, such as music, dancing and painting)	20%
	Total	100%
V/VI to VII/VIII	Language	22%
	Mathematics	12%

Classes	Teaching subjects	Time allocation
V/VI to VII/VIII (continued)	History, Civics and Geography	12%
	Science - An Integrated Course	12%
	The Arts (Music, Dancing, Painting)	10%
	Socially Useful Productive work and Community Service	20%
	Games, Physical Education and Supervised Study	12%
	Total	100%

2.4 Years of Primary Education

In some states the duration of primary stage is five years and in others four. It is followed by middle stage of three years. Thus elementary stage of school education is either of eight or seven years, and secondary school stage of two or three years.

There is a constitutional directive that elementary education shall be free and compulsory upto the age of 14.

2.5 Class Size and Pupil-Teacher Ratio

(1) The average class size in primary schools is about 40 pupils.

(2) The range of class sizes is from 10 to 50.

(3) The average teacher-pupil ratio is 1:40.

2.6 Organization of School Day, Week and Year

(1) The total number of periods per week varies between 35 and 54.*

(2) The duration of each period is from 30 to 40 minutes.

(3) The total duration of one school day is between 5 and 6 hours.

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*Source: A study of Weightage given to different curriculum areas in various States, NCERT, 1982.

(4) The number of recess periods may be one or two, each for 20 to 40 minutes.

(5) The minimum number of school days required to be open per year is 220. However, the situation varies from state to state.

(6) The number of compulsory subjects is 6 in primary stage and 8 or 9 in middle stage.

(7) The number of elective/optional subjects is none.

2.7 Time Allocation

Year	I and II		III to V		VI to VIII	
Subjects	T*	M**	T	M	T	M
First Language	25%	-	25%	200	16%	200
Second Language	-	-	-	-	10%	200
Third Language	-	-	-	-	-	200
Mathematics	10%	-	15%	200	15%	200
Environmental Studies	15%	-	-	-	-	-
EVS Pt I Social Studies	-	-	10%	200	15%	200
EVS Pt II Science	-	-	10%	200	14%	
Work Experience and Arts	25%	-	20%	200	-	-
Work Experience	-	-	-		10%	-
Arts/Drg.	-	-	-		8%	-
Health & Physical Education	25%	-	20%	-	12%	-
Total	100%	-	100%	1000	100%	1000

* T stands for allocated time in percent per week, and ** M stands for marks in the annual examination.

(1) Marks allotment for different subjects in classes III to VIII is as in the case of Union Territory of Delhi.

(2) States/Schools generally allocate more time for mathematics, social studies and science and less time for work experience and physical education than the time recommended by NCERT or state Education Departments.

3. Qualifications and Training of Teachers

3.1 Qualifications for the Entry to Teacher Training Institutions

For entry into a training institute for primary school teachers, a candidate must have passed higher secondary school certificate examination held at the end of class XII. However, in some states, students who have passed class X, are also eligible for admission. On the other hand, at some places, particularly in urban areas, candidates with higher qualifications also seek admissions to such courses. At the upper primary or middle school stage teachers with a bachelor's degree in Arts or Science together with one year's teacher training are generally employed.

3.2 Duration of Pre-Service Teacher Training

The duration of training of primary school teachers is one year in some states; but it is two years in others.

3.3 Content of Teacher Training Programme

The course content of teacher training programme for primary school teachers comprises courses in educational psychology, principles of education, school organization content-cum-methods of teaching of different subjects, practical work in aesthetics, socially useful productive work, health and physical education and working with community. Besides, pupil teachers are also provided with practical experience of teaching in schools.

3.4 Selection of Principals

Heads of primary schools are not selected directly through open selection. Either the senior-most teacher in the school works as head of the school; or in some states teachers are promoted as headmasters on the basis of their merit-cum-seniority and are then posted in different schools.

3.5 In-Service Teacher Training Programme

A wide network of in-service training programmes for school teachers has been established in the country. Resource persons for such programmes are trained by the National Council of Educational Research and Training or by the State Council of Educational Research and Training. The State Councils organize refresher courses and orientation programmes for teachers, heads of institutions, supervisors and education officers. A number of states and organizations have set up separate institutes which organize in-service training courses in different subjects throughout the year. Extension services departments in Teacher Training Institutes also organize in-service training courses for the teachers of surrounding areas. The curriculum of such courses generally includes content of the subject concerned along with methods of teaching.

4. Research

4.1 Significant Research

In India extensive researches have been conducted in elementary education during the last five years. Most of the research studies dealt with the problems of elementary education, particularly those of its expansion, management etc. The studies pertaining to elementary school curriculum are, however, relatively a few in number. These have been annotated below:

(1) Development of a Edit Code for Evaluating School Science Textbooks (M.G. Joshi), Unpublished PhD. Thesis, Poona University, 1979.

Objectives of the study were: (a) to devise suitable units for utilization of school science textbooks, (b) to evolve suitable category scheme for both the aspects of contents namely, status analysis and error analysis, (c) to evolve suitable strategy which the edit code for suggesting improvements in school science textbooks on the strength of the content analysis data, and (d) to evolve the concepts and the tools devised for the purpose of application of the edit code to school science content situations.

(2) A Comparative Study of the Abilities of Students of Modern and Traditional Mathematics (I.K. Bansal) Unpublished PhD. Thesis, Delhi University, 1979.

The major findings were: (i) Students of modern mathematics possessed more critical thinking as compared to those studying traditional mathematics curriculum. They possessed to a greater extent the reasoning power of 'if-then' type; (ii) the modern mathematics students had more developed ability of judging whether certain statements contradicted each other and utilized explanatory hypothesis more often than the students of traditional mathematics; (iii) the factor analysis did yield two identical factors termed as hypothesis verification and divergent thinking, for the students of modern mathematics as well as for the students of traditional mathematics; and (iv) results obtained by orthogonal rotation were (a) critical thinking ability as well as other variables of critical thinking, namely, number series, number classification, inference and symbol manipulation had moderate loadings in the factor of hypothesis verification for both the samples. The remaining variables of critical thinking namely, sign changes had moderate loadings on the factor of hypothesis verification for the students of modern mathematics only (b) creative thinking ability as well as other variables of creative thinking, namely, first and last letters, utility test, number combinations and make up problems at moderate loadings on the factor of divergent thinking for both the samples.

(3) A Research Study in Environmental Approach of Teaching at Primary level (J.S. Rajput, A.B. Saxena and V.G.Jadhav) Regional College of Education (RCE), Bhopal, NCERT 1980.

The objectives of the project were: To study the existing awareness towards the scientific and social environment in children, and identification of the available community resources which can be gainfully utilized for teaching. The study revealed: (a) only one of the four groups (2 schools x 2 classes) were significantly difference on environmental awareness at pre-test stage, whereas at the post-test stage 2 experimental groups were significantly better than the control group; and (b) the difference between the experimental group and the control group on a traditional achievement test was not significant.

(4) Curriculum Development in Science Relevant to the Indian School System (J. Ram Das), Unpublished PhD. Thesis, Poona University, 1981.

Objectives of the study were: (a) to formulate operational objectives to be achieved by science teachers in the classroom; (b) to implement these objectives and to evaluate their effectiveness in terms of changes in teacher and pupil behaviour; and (c) to develop and test strategies for curriculum change which would be suitable for Indian conditions.

(5) 'Elementary Non-formal Education for Out of School Children' (D.V. Chickeremane), NCERT annual report, 1979-80.

The experiment was conducted for a period of 10 months on a class of out-of-school children. The main findings of the study are:

(a) Provision of part time education is an important means for achieving the target of universalization elementary education by eliminating wastage and stagnation. Part time education should fall in two different categories, i.e. for children who have not learned upto Grade IV and those children who are a little more advanced and have left school after Grade IV.

(b) Elementary Non-Formal Education should have elements of vocational education, particularly agriculture and gardening. The curriculum should reflect the research environment and be related to work and development. Education should be given through activities and the work done by children on the farm should be related to the instructional programme.

(6) A Programme of Work Education for the Schools of Orissa (S.M. Pany), Unpublished PhD. Thesis, Utkal University, 1981.

The study was primarily intended to develop a programme of work education for the schools of Orissa. The major findings were: (a) 61 subjects were included in the school curriculum throughout the country under work education and the terminology used for the curriculum area varied from state to state; majority had integrated work education with the general curriculum, (b) in majority of cases the programme of work education was somewhat responsive to local economic needs (c) integration of out of school experiences, the supplementing of existing knowledge and skills by the school and linking of education with productivity were found to be important aspects in developing the concept of work education, (d) negative attitude of the students, teachers and parents, inadequacy of facilities, lack of provision in the instructional schedule, funds, raw materials, tools and equipments and departmental coordination were the important problems of different activities (e) mostly the regular teachers of the schools managed the organization of different work activities.

(7) Using Environmental Potentialities in Education (N. V. Manuel), Department of Education, Kerala University, 1982.

The objectives of the study were: (a) to analyze the textbooks in environmental studies of NCERT and of some state systems from the point of view of components which might facilitate or hinder genuine environmental approach, (b) to analyze some textbooks in areas other than what has been formerly designated as environmental studies from the point of view of potentialities for environmental education (EE), (c) to analyze some worthwhile EE models in India and abroad and other relevant materials from the point of view of developing a functional theory of EE, (d) to identify some typical resources other than textbooks which can be useful for EE, (e) to develop some models for tapping the hidden curriculum in the environmental situations, and (f) to develop some models for EE representing a reasonable compromise between EE theory and the practical conditions in the majority of Indian Schools and non-formal educational content. The main findings were: (i) very few genuine EE type activities, as understood in modern developed systems seemed to be undertaken in the primary schools, (ii) the effective lead materials (textbooks) at national level seemed to have some worthy aspects such as process approach in science, activization, some directives to observation and visits, stimulating questions with open tables to fill in the answers, clear verbal processing and the like, (iii) national level textbooks lacked the higher specifications commonly adopted in modern EE procedures and in open multi-disciplinary approaches to the environment. Defects such as pre-empting investigations (by suggesting the answer), premature precision (overlooking the initial phase of romance in environmental exploration) simulations and artificial situations even where natural situations were available in the environment, defective concept processing, over use of technical terms, non-recognition of the developments in genetic epistemology, adoption of spectator approach where participatory approach was possible an insufficient respect to work culture were noticed.

As regards state level textbooks, some of the drawbacks of national level books were carried over and some of the merits seemed to have been missed like replacing open exploratory tables by closed pre-empting environmental exploration reducing investigatory specification further loading of information, composition of premature classical terminology.

(8) Scholastic Backwardness in the Basic Process in Arithmetic - Diagnosis and prevention (A.K. Ghosh), Unpublished PhD. Thesis, KAL - University, 1982.

Objectives of the study were: (a) to diagnose children's disabilities in specific areas of addition and subtraction in Arithmetic with the help of specially developed diagnostic tools, (b) to suggest preventive measures for removing the expected learning disparities in these areas. The findings were: (i) the experimental groups taught by Piagetian methods achieved more than the control groups taught conventionally, (ii) the experimental groups showed significantly better achievement than the controlled groups when both the groups were evaluated on post test after experimental groups showed greater motivation in learning.

(9) 'Construction and Standardization of Primary School Achievement Test (PSAT for pupils of Gr. VII)' (Dr. J.S. Shah), NCERT annual report, 1982-83.

The PSAT is a verbal test constructed on the pattern of the American School and College ability test (SCAT) series of educational testing series. The test comprises four sub-tests which directly measure school learning abilities: (a) attaching meaning to isolated words -- vocabulary test. (b) manipulating numbers and applying concepts accurately in a computation situation -- routine computation tests. (c) Comprehending the sense of a sentence -- sentence completion test. (d) solving quantitative problems -- mathematical reasoning test. There were significant differences between means of Urban and Semi-Urban, between Urban and Rural, and between Semi-Urban and Rural areas. Therefore, broad norms for semi-urban and rural areas were developed separately for boys as well as girls.

(10) 'Science Teaching in Primary Schools - a Training Programme', (Dr. K. Adinarayana), NCERT annual report, 1982-83.

The study attempted to develop strategies for science teaching in primary schools. The specific objectives were: (a) to identify areas of competence in the teaching of elementary science; (b) to evaluate the course in elementary science based on competency required in teacher; (c) to develop competence criteria for the observational, investigatory and inquiry skills in pupils; (d) to develop packages of instructional aids to teachers; and (e) to determine the advantages and effectiveness of packages in terms of development of skills in pupils. Forty eight teachers were selected of whom 24 teaching experimental group were oriented to the objectives of the programme, analysis of content, methods and techniques, evaluation techniques, organization of classes, administration of tests and the role of teachers during teaching, discussion, group work and demonstration. The sample of 766 pupils were divided into equated groups in each school on the basis of age, mental ability and science background test.

The findings revealed: (i) there was a significant difference in development of skills of experimental group; (ii) standard of students in 9 schools and standard. V students in 7 schools of the experimental group indicated an increase in knowledge and comprehension in comparison to the control group students (iii) as regards observational skills Standard - IV students in nine schools and Standard V student in 11 schools of the experimental group showed significant improvement (iv) investigatory skills developed significantly in 11 schools in each of the Standards of the experimental group. (v) performance of the experimental group in enquiry skills of 10 schools in Standard IV 7 schools in Standard V increased significantly (vi) the experimental group was highly favourable towards science activities.

(11) 'A Study of the Effectiveness of Using Educative Toys in Teaching Science to Standard V', (Sankaranarayana Sastry), NCERT annual report, 1982-83.

It was hypothesized that (a) science teaching through educative toys may not be as effective as traditional method (b) science teaching through educative toys may not increase the comprehension easily. Toys, models, figures based on one or other concepts included in primary school science syllabus were used. Two sections of class V of a primary school in Karnataka were selected. Only one section i.e. experimental group was exposed to science teaching through toys for an academic year. The selection of toys was dependent on their relevance to concepts in physics, chemistry and biology which could be taught through toys. The same teacher taught both the groups so as to minimize difference likely to arise because of difference in teaching. The selected teacher was oriented to teach science through toys.

The findings revealed: (i) the experimental group did considerably better on the post-tests than the control group. However, the number of passes in the post-test of the two groups was the same probably because indirectly they had become aware of the treatment; (ii) comparison of school marks of the two groups revealed a steep rise in marks of the experimental group; (iii) initially, the use of toys in the experimental group consumed more time than the traditional method but in later stages the teaching was quicker and easier; (iv) a marked difference in attitude towards learning of science was noted among the experimental group pupils; (v) an attachment rapport had developed between the teacher and the subjects of the experimental group; (vi) the students of the experimental group evinced more interest in science where it was taught in the first or last school period.

(12) 'An Intensive Study of Certain Factors Influencing the Reading Attainment of Primary School Children', (R. S. Rao), NCERT annual Report, 1982-83.

The objectives of the study were: (a) to examine the association of various home and personal characteristics of children with their reading attainment; (b) to estimate the relative influence of these factors of reading attainment of children; (c) to suggest remedial measures to improve the reading skills of poor readers.

Three broad categories namely home background, school conditions and personal characteristics of children were selected for study. The factors considered as home background were type of housing and accommodation, availability of reading material at home, educational level of the parent, occupation of parent, income of family and social participation of the family. Schools condition included physical facilities of the school, accommodation, strength of class, classification and experience of teachers, availability of instructional material and availability of books and library facilities. The personal attributes included general mental ability of the child, visual discrimination of words, auditory discrimination of sounds, clarity of speech, reading habits and interest of the child in reading.

The study revealed: (i) there existed close relationship between each of the factors of home background and reading attainment taken separately; (ii) there was relationship between each of the school conditions taken separately and reading attainment; (iii) association existed between each of personal attributes taken separately and reading attainment; (iv) there was greater correlation between personal characteristics and reading attainment; (v) the multiple correlation between reading attainment and personal attributes accounted for 81.5% of the variance while that for school conditions and home conditions was 82.5% and 83% respectively.

(13) 'A Study of the Effect of Psycho-social Factors on the Comprehensibility of Language used in the Textbooks at Primary Level', (Dr. I.S. Sharma) NCERT report, 1982.

The major objective of the study was to see the effect of intelligence and socio-economic status on the comprehensibility of language used in the textbooks.

Close tests based on the textbooks of science, social studies and Hindi were prepared and standardized for measuring the language comprehensibility in all the three subject areas. For measuring the intelligence and socio-economic status of grade III Children, Raven's Progressive Matrices (coloured) and Kulshrestha's Socio-economic Status Scale were applied respectively.

Findings of the study reveal that there is a significant difference between urban and rural children on the comprehensibility of language used in the textbooks. Intelligence has revealed a significant difference on comprehensibility of language between high, average and low intelligence groups. The three intelligence groups within themselves also reveal significant difference at 01 level for "t" value. The "f" value showing the significant difference among three means of intelligence groups is highest for Hindi textbooks followed by Social Studies and Science textbooks. The socio-economic status of the children does not affect the language comprehensibility in the three subject areas but the parental occupation as well as parents' education when analyzed independently, revealed significant difference in the language comprehensibility. Similarly, parental income has also indicated significant difference in language comprehensibility of different income groups. However, sex, locality and the type of family (nuclear and joint family) do not reveal any significant difference on the language comprehensibility.

(14) 'A Study in the Comprehensibility of Language used in Science, Social Studies and Language Textbooks at Primary Level'. (Dr. I.S. Sharma), NCERT report, 1984.

The main objectives of the study were to see whether or not the language used in the textbooks of a particular grade is comprehensible to the Children of that grade; the relationship between the language of the learner and the language used in the textbooks; to see the inter-relationship of the comprehensibility of language used in science, social studies and Hindi textbooks and to establish percentile norms of the comprehensibility of language in the three subject areas.

The study was conducted on the textbooks of Grade III of Rajasthan state. The tests like close test, MCQ, short answer matching type etc. were prepared and standardized in all the three subjects. The spoken and written language of the children from rural and urban areas was collected. The tests were administered on equal number of children in rural and urban areas taking into consideration equal number of boys and girls.

Findings of the study show linguistic inconsistency of the three textbooks in comparison to the spoken and written language of the children. The three textbooks are quite inconsistent in using nouns, adjectives, adverbs and verbs with the language of the children in rural and urban areas. So far as the total quantum of vocabulary is concerned, urban children use more words than the rural children. The gap of specific parts of speech among the three i.e. textbooks, rural children and urban children is quite large. The urban children even use higher number of compound and complex sentences in comparison to rural children and the textbooks. Further, there is no consistency in the use of simple, compound and complex sentences between the three textbooks and also between the textbooks and the written and spoken language of the children. No significant difference is observed in the comprehensibility of language scores on science textbook between urban and rural children as well as between boys and girls. But the picture in relation to the comprehensibility of language scores on social studies and Hindi textbooks is just reverse i.e. the urban children comprehend the language of these books significantly better than rural children. Percentile norms of the comprehensibility of language in three subject areas have also been established.

In addition to the studies mentioned above, a few very significant projects are being executed in the country under the academic guidance of NCERT, SCERT's or other research organizations. These studies/projects may not be considered as research studies but these are in fact very significant so far as elementary education is considered. These developmental projects aim at quantitative expansion as well as qualitative improvement of elementary education.

5. Problems and Issues

5.1 Pupil's Failure and Drop-Out

The problem of failure of pupils and drop-out has been more or less negating the progress achieved in enrolment at the elementary stage during the past three decades. Students taking more than the required time to complete the classes and/or drop-out of the system without obtaining minimum essential education are two major blocks in the way of eradication of illiteracy. Against an enrolment of 21,118,992 in class-I in 1971-72, only 7,848,965 (37.2%) were on roll in class-V in 1975-76 and only 4,988,525 (23.6%) were on roll in class-VIII in 1978-79. A number of studies have found out that retention of children in schools is influenced by the socio-economic compulsions, educational background of parents and facilities available in the school. A number of incentives in primary and middle schools are provided to prevent drop-out and also to increase the enrolment of children at the elementary stage. The mid-day meals, free uniforms, free books and stationery and attendance scholarships for girls are some of the incentives being provided for the benefit of students belonging to the socially and economically weaker sections of the society.

5.2 Enrolment

In spite of hard efforts during the past three decades it has not been possible to attain the goal of universal enrolment. The progress achieved in increasing enrolment so far has indeed been remarkable. The total enrolment in classes I to V increased from 19.155 millions in 1950-51 to 73.563 millions in 1981-82. The total enrolment in classes I to V rose by 3.84 time during the period 1950-51 to 1981-82, the enrolment of boys rose by about 3.3 times while for girls it increased by about 5.3 times. Percentage of children enrolled in classes I to V to total population in the age group 6-11 rose from 42.2% to 83.78% in 1981-82.

Substantial increase in the enrolment at the middle stage (classes VI to VIII) was also achieved during the past three decades of planned economic development. The enrolment in those classes increased from 3.120 millions in 1950-51 to 21.555 millions in 1981-82. Percentage of children enrolled in class VI to VIII to total population in the age group 11 to 14 rose from 12.9 (Boys 20.8% and girls 4.3%) in 1950-51 to 41.9 (Boys 54.2% and Girls 29.1%) in 1981-82. The gross enrolment ratio of children belonging to the scheduled castes* in classes I to V rose from 50.7% in 1970-71 to 86.0% in 1981-82. During the same period the gross enrolment ratio for scheduled tribes in classes I to V increased from 48.6 to 73.7. The gross enrolment ratio of children belonging to scheduled castes in classes VI to VIII registered an increase from 20.5 in 1970-71 to 32.6 in 1981-82. The enrolment ratio for children belonging to scheduled tribes in class VI to VIII rose from 12.9% to 21.9% during this period.

In spite of tremendous strides made regarding enrolment of children during the past three decades, the goal of universal enrolment has not been achieved so far. Moreover there are wide disparities in enrolment among regions and population groups such as boys and girls, scheduled castes, tribes and the general population.

The gross enrolment ratio of 83.7% in classes I to V and 41.9% in classes VI to VIII as reported for 1981-82, is only a crude indicator of the progress in respect of universal enrolment. They do not specify the proportion of children in the age group 6-11 who are actually enroled in classes I to V and those in the age group 11 to 14 actually enrolled in classes VI to VIII.

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* Scheduled Castes are those who happen to be at the lowest rung of the social ladder. At one time they were treated untouchables. But since Independence the government have been providing them not only with free education but also with the jobs exclusively reserved for them in proportion to their population. This is expected to raise their social and economic status bringing them on par with other sections of the society.

The gross enrolment ratio at the primary stage only compares the total enrolment of all children irrespective of age group 6 to 11 but also children below 6 and above 11 years of age. The inclusion of over-age and under-age children in the enrolment figure results in an inflated enrolment ratio. Thus the net enrolment ratio would be less than the gross enrolment ratio.

Prejudices against the education of girls among some sections of the population and poor socio-economic status of disadvantaged groups of population are some of the important reasons responsible for the non-enrolment of children.

5.3 Other Problems

Universalization of elementary education has been one of the most important goals of educational development in India since independence. At the time of attainment of independence in 1947, the level of achievement in elementary education was very low in almost all respects. Only one child out of three in the age group of 6 to 11 and only one child out of 11 in the age group of 11 to 14 were enrolled in schools. Educational inequalities were very large specially between one region and another, between urban and rural areas, between boys and girls and between the advanced and intermediate castes on the one hand and the scheduled castes/scheduled tribes and other backward classes on the other.

Free India set before it providing free, compulsory and universal education for children up to the age of 14. Thus universalization of elementary education is a major concern in school education in India. This has four major components. These are universal enrolment, universal retention, universal provision of educational facilities, and qualitative improvement of schooling. Out of these two components viz. universal enrolment and universal retention have been discussed in the context of Question No. 5.1 & 5.2 The remaining two components are discussed below:

(1) Provision of educational facilities

Substantial progress has been achieved in the provision of schooling facilities since 1950. The number of primary schools increased from 209,671 in 1950-51 to 495,007 in 1981-82, thus recording an increase of about 136%. During the same period the number of middle schools increased from 13,596 to 119,560, thus recording more than an eight fold increase.

The Fourth All India Educational Survey (1978) had indicated that there were 964,664 rural habitations in the country with population ranging from below 100 to 5000 and above. The survey revealed that 20.24% of habitations had primary schools/sections either within the habitation or in the neighbouring habitation upto a distance of one kilometre (km). Likewise, 27.09% of the habitations had middle schools/sections either within the habitations or in the neighbouring habitation upto a distance of 1 km.

However, in the provision of educational facilities there has been some substantial disparity among various states and UTs which constitute the Indian Republic. For instance, while for the country as a whole primary schooling facilities within the habitation was available for 78.53% of the rural population in 1978, the variation in the coverage range between 38.01% in Himachal Pradesh and 100% in Lakshdweep. The same disparity prevailed in respect of availability of primary schooling facilities within the walking distance of 1 km. While for the country as a whole primary schooling facility upto a distance of 1 km. from the habitation of residence was available for 92.82% of the total population in 1978 the coverage ranged between 60.69% percent in Arunachal Pradesh and 100% in Dadra and Nagar Haveli and Lakshdweep.

The central Government as well as State Governments of educationally backward states have devised a number of schemes for removing these disparities at the earliest.

(2) Qualitative improvement

Two policies, namely expansion of educational facilities for elementary education and the equalization of educational opportunities have characterized the period of planned development in India since independence. The expansion of educational facilities which had been given top priority during the first two decades since Independence has adversely affected the programme for bringing out-qualitative improvement in elementary education. Due to constraints of resources adequate inputs for qualitative improvement have not been available. Some of the factors which have been hindering qualitative improvement of educational practices are inadequate physical facilities such as buildings, furniture, library, etc., inadequate number of teachers in schools, untrained and under-qualified teachers, and curriculum and instructional programmes which are not relevant to the needs, aspirations and life situations of children.

QUESTIONNAIRE B: INTEGRATED CURRICULUM

One of the major aims of school education in modern times is the optimum development of child as an individual and as a useful member of the society. It has been felt that this aim could be achieved through integration of curriculum with the child's life and experiences. Therefore, curriculum is organized in such a manner that experiences gained by the child in the environment are structured, thereby enabling him to develop skills of observation, exploration, analysis, generalization and the like.

Primary stage of schooling is generally divided into two parts: Lower primary and Primary. Classes I and II represent lower primary as a distinct stage. Here the emphasis is on discovering one's environment around the nuclei of one's family: home, class, school, village and town. The immediate surroundings serve primarily as a book and children's experiences are recalled, discussed and consolidated more systematically. The total environment, both physical and cultural or man-made, is studied in totality. Even the use of language gets integrated in such a holistic approach of environmental studies.

Subsequently in classes III to IV or V, the Environmental Studies get a bit bifurcated when in Environmental Studies I the focus is on social, cultural or man-made facets of environment. This comes closer to the concept of Social Studies. Environmental Studies II focuses on physical and natural environment. This comes closer to General Science. However, still the emphasis is on the linkages between the two at this stage. In fact a good teacher is one who is capable of pointing out and explaining continuous interaction between Man and Environment which is the basic field of total education. Today education has been broadly defined as one that provides incentives and insights, competencies and perspectives in husbanding one's environment to the advantage of one and all. And it is here that environmental studies begin.

At the middle school stage from this general, holistic, synthetic or synoptic approach there is a further movement towards analytical approach with an emphasis on correlation. The study of man is taken up along three basic dimensions: (a) man in relation to time, (b) man in relation to space, and (c) man in relation to man. Pedagogically the study of man along the temporal dimension becomes history; the study along spatial dimension becomes geography; and the study of man's corporate life becomes civics.

Association, correlation and appreciation of interplay between various factors or variables or their integration are various processes or stages in one's thinking. Analytical and synthetic thinking are two sides of the same coin. There is no either or. What is needed is a judicious blending of the two, to ensure their complementarity.

Another pedagogical aspect which should not be lost sight of at this stage is that children will have to draw and apply information from various dimensions presuming that they have already acquired it. Hence the need to emphasize both acquisition of systematic information and its correlation or integration with one another.

In sciences what is being attempted is the provision of chunks from physics, chemistry and biology establishing linkages among them to the extent possible. There is generally only one textbook entitled "Integrated Science" or "Everyday Science". Not with standing its nomenclature it is essentially a step in the direction of further analytical approach to be followed at the higher stages of education.

1. Content

1.1 Definition

In India 'integration' generally implies integration of curricular areas.

Through integration more emphasis is placed on the process of learning rather than the routine drill of providing knowledge through textual material. This facilitates optimum development of child as an individual.

1.2 Rationale

The child finds it difficult to understand and comprehend properly different phenomena related to or occurring in the environment with the study of different subjects in water-tight compartments. One of the main reasons that led to the development or integrated curriculum is to make it more realistic and child-centred rather than burdening the child with the task of memorizing the subject matter of different subject areas.

Integrated approach visualizes the objectives of education in terms of competencies and behaviours. Some important purposes for which integration is emphasized are (a) making education more realistic, interesting and meaningful; (b) making teaching - learning process more interesting; (c) making education life-centred and related to the environment.

1.3 Present Status

In certain cases integration has been established as a regular programme in the educational system. For example, at the primary stage of education, the subject of social studies has been introduced in order to acquaint the child with this geographical and social environment. The introduction of social studies has not only replaced the teaching of elements of geography, history and civics in bits but also placed the study of geographical and social environment on a sound footing. Similarly the units of teaching of science at the elementary stage are now generally visualized as unified wholes rather than loose blend of bits of information drawn from the subject disciplines of physics, chemistry, zoology, botany, geology, astronomy, etc.

The integration of curricular areas has been attempted as under:

(1) Full integration has been adopted in teaching of environmental studies in classes I and II.

(2) Partial integration has been adopted in teaching environmental studies in classes III - V of the primary school

stage. The curriculum of environmental studies at this stage envisages separate study of social studies and natural sciences. Moreover the subjects of creative expression and healthy living have been envisaged as separate areas. Some of the concepts and activities of these subjects form a part of teaching of other subjects, specially environmental studies. Partial integration of subjects has also been attempted in the textbooks of general science at the middle school stage (Classes VI to VIII).

(3) Generally attempts have not been made for integrating the curriculum of mathematics with the curriculum of other subjects. Similarly the curriculum of Language has been kept as a separate entity although the content of certain topics in the textbooks of languages is drawn from social sciences, natural and physical sciences, life sciences, etc.

The following kinds of integrated activities are included in the syllabi, textbooks, etc.

(a) Syllabi: Realizing the need to transform education so as to relate it to the life, needs and aspirations of people and to make it an instrument of social change, there is an endeavour to relate school curriculum to national integration, social justice, productivity, population explosion, modernization of the society and cultivation of moral and spiritual values. In order to achieve this aim, curricula for different classes include certain activities that help not only in acquisition of knowledge and understanding of subject matter of disciplines in general but also the transformation of education according to the needs and aspirations of the society. At the primary stage of education attempts have been made to identify activities which can integrate education with the child's experiences in a natural way. The themes and topics for inclusion in the syllabi have been selected in such a manner that the mental horizon of the child is broadened according to well known principles of education viz., from known to unknown, from simple to complex and from concrete to abstract. The curricula for the primary classes, particularly in environmental studies, generally revolves round the following themes.

Class I and II : Home, School, Community
Class III : State
Class IV : Country
Class V : World

Besides inclusion of relevant information, the curricula lay stress on scientific methods and related activities. The methods or techniques like observation, collection, compilation and analysis of data, making symbolic, graphical or linguistic models, designing experiments, applying reasons as well as imagination to draw conclusions from observed data to formulate theories generally pervade every discipline.

(b) Textbook continues to be the most important teaching aid available to our students and teachers. Generally it is the only aid that is available to most of the students. Therefore, textbook is planned and developed very carefully and judiciously. Besides feeding relevant and need-based information, the textbooks suggest certain activities for development and elaboration of selective themes. For example, the following types of activities are included in the textbooks of primary classes in respect of the topic 'Our Food'.

1) Visit to a grocery shop, a vegetable and fruit market, a weekly bazaar.

2) Classification of food stuffs of different kinds according to a given criteria; and suggesting the students to do similar activities on their own.

Teacher's guide plays a very important role in suggesting integrated activities for teaching of various topics that pervade different subject areas specially when one teacher teaches all subjects to a class. Referring to the examples of teaching the unit on 'Our Food', the teacher's guide generally includes the following topics related to integrated activities.

a) Drawing a flow chart of web-chart showing linkages of the topic with different disciplines and suggesting activities of various kinds.

b) A blue print for conducting an activity.

c) Detailed suggestions for conducting activities inside and outside the classroom.

Some suggested activities for teaching the Unit 'Our Food' at the level of classes I and II are generally as follows:

a) Visit to a grocery shop, a vegetable seller's shop etc.

b) Role-play by forming different groups in the class for detailed discussion on various aspects of the topics. The teacher's role may be visualized as that of a stimulater and guide.

2. Inputs

2.1 Course Content

Generally the curricula, syllabi and instructional materials reflect integration in respect of the following subjects:

(1) Environmental studies at the stage of classes I and II encompass subjects of natural sciences and social sciences.

(2) In classes III to V, Environmental Studies is conceived in two parts. Environmental Studies Part I covers social studies. Environmental Studies Part II deals with general or everyday science. Obviously each of them reflects integration in their related disciplines or subject areas.

(3) Attempts have been made to integrate science subjects, namely, physics, chemistry and biology at the middle school stage. In essence, it is really a composite course rather than an integrated course per se.

In India, integration of subject areas is based generally on the major themes approach. If the curriculum is based on major themes, it can be subdivided into some units, the content of which cuts across the boundaries of certain subjects. For example, the major theme 'Our Needs' could be sub-divided into units like 'Our Food' 'Our House' 'Our Clothes', etc. The contents of each of these units is drawn mainly from the natural sciences and social sciences. To a certain extent this provides for integration of knowledge, skills, and experiences pertaining to two or more than two subject areas.

The teacher's guides provide suggested methodologies of teaching the subject matter. Even the textbooks do provide help to the teachers in planning teaching-learning strategies. However, within this framework, the teachers are more or less free to adopt environmental studies approach or problem solving approach or activity oriented approach etc.

2.2 Instructional Materials

At the level of classes I and II no textbook on environmental studies II is recommended to the students. However, comprehensive Teacher's guide is provided to the teachers. The course in Environmental Studies I (social studies) in classes III to V draws its information from different social sciences as history, geography, civics and economics in order to develop social values and attitudes that are in conformity with the cultural heritage of the Indian society and its accepted goals. The course in Environmental Studies II (general science) draws its information from different physical sciences and life sciences. Separate class-wise textbooks for the two different courses in environmental studies are available. The NCERT has developed textbooks for integrated science for the Middle school stage (classes VI to VIII) also. It has also published some Teacher's Guides for teaching Environmental Studies.

2.3 Teacher Preparation

In India integration of curricular areas has been attempted on a limited scale. No detailed study has been conducted to find out increase or decrease in the teachers workload as a result of introduction of integrated curriculum. In the absence of such a study the contention that integrated approach may reduce work load may not necessarily hold good.

The NCERT organizes from time to time orientation programmes for teacher educators and key persons of different states for teaching the integrated course effectively. The State Education Departments, with the help of these trained resource persons orient the school teachers to teach integrated courses effectively.

Besides the teacher's guides, some teaching aids are provided to the teachers as supporting materials to teach the integrated course. The teacher's guides and other guidance material provide guidelines and hints for development of teaching aids with the help of locally available materials.

To promote integrated curriculum, the professional guidance available to teachers is as follows:

(1) Orientation programmes for teachers.

(2) Discussions in the monthly meetings of the teachers organized at the school complex level.

(3) Guidance to the teachers by the supervisory staff.

2.4 Basic Requirements

Some teaching aids like science kits, films and film strips, maps, charts etc., are supplied to schools for teaching of integrated science courses. Science kits are small, handy and inexpensive portable laboratories. They are a collection of tools and apparatus commonly required by the teacher to conduct and demonstrate science experiments to the children.

3. Process

3.1 Teaching/Learning Strategies

The introduction of integrated course in school curriculum is a step forward to make learning experience-based. Efforts are being made to provide more scope to the children to observe, explore, understand and react to the immediate environment. The teaching-learning strategies are directed towards development of stipulated competencies essential for children. Increasingly now the emphasis is being laid on organization of activities both in and outside the classroom to ensure that the learning becomes more effective, meaningful and interesting. Whereas individual activities are helpful in acquisition of requisite knowledge and skills, group activities provide scope for motivating learning and developing desirable social behaviour and other personal qualities like cooperation, leadership and respect for others. Besides this, the group activities provide opportunities for interaction among students thereby sustaining their interest in work and relieving them of drudgery or boredom.

Thus, it will be seen that emphasis is being shifted from more bookish knowledge and rote memorization to active participation of students in the teaching-learning programmes. The use of improvised teaching aids and relevant audio-visual materials has also been increasing gradually. Now the teachers do not solely depend upon textbooks.

With the increased adoption of various teaching-learning strategies, the scene is now being gradually shifted from whole class teaching to small group teaching. The teacher tries to find out the interests and temperaments of different students and organizes activities by dividing students into groups. Individualization of instruction is also being emphasized.

3.2 Mode of Implementation

For teaching of integrated courses, activities both inside and outside the classroom are increasingly emphasized. Children are given scope to observe, explore, understand and react to their environment. Such an approach does not call for a special classroom.

4. Product

4.1 Programme Evaluation

No detailed study has been undertaken to evaluate the integrated approach to syllabus organization and/or to teaching as they are currently in vogue. Nor any has been detailed study made to evaluate the pace of progress in implementation of integrated approach.

5. Future Prospect

5.1 Prospects for the Future of the Programme

The general trend is to continue the efforts of integrating curricular areas with concurrent modifications in teaching-learning strategies.

QUESTIONNAIRE C: VALUES EDUCATION

1. Context

1.1 Terms Used

The word value as understood in the context of educational philosophy refers to those desirable ideals and goals which are intrinsic in themselves and which, when achieved or attempted to be achieved, evoke a deep sense of fulfilment to one or many or all parts of what we consider to be the highest elements, of our nature. In a sense, it may be argued that the word 'value' is basically undefinable, since it denotes a fundamental category and it is itself the highest genus of that category.

All true education is fundamentally a process of training whereby the individual is enabled to embody progressively, those values which we in our highest thought and aspiration come to regard as something most desirable.

The situation in regard to moral instruction/spiritual education in Indian educational scenario has been emphasized by various educational commissions set up by the Government of India. To exemplify, the Education Commission (1964-66) says that "at the primary stage such (i.e. moral) instruction will generally be imparted through interesting stories including stories drawn from the great religions of the world".

At present, in some states one or two periods a week are allocated in the school time table for instruction in moral and spiritual values.

1.2 General Objectives of the Programme

Generally, objectives of value education or the moral instruction programme begin with simple moral ideas concerning order and cleanliness and telling the truth; kindness to other men and animals; group living and its duties, patriotism, obedience to parents, teachers and school rules, correct use of leisure, care of public property, justice, self control, service to others especially the poor and needy, civic sense and the dignity of labour.

In some instances moral instruction as a subject has been introduced in the teachers' training school as a compulsory or optional subject.

True value education cannot be taught in the same way as lessons of information. Instruction should form a minor role. Intimate contact and individual guidance should have the major role. In between the role of the teacher is to encourage the child to raise questions and weigh pros and cons of different options open to him or her. The child is to be enabled to take the right decision in everyday small issues which confront him. These decisions should eschew short sighted and immediate personal gains. They should aim at the great or good of the largest numbers.

All occasions of daily life should be utilized by the teacher to bring his student nearer to the realization of the ideals. There are occasions when children express wild impulses and passions and often they are in revolt.. Children have their own daily battles of loyalties and friendships, and there are moments of desperate depression and of violent enthusiasm. There are occasions when children get vexed, become sulky and go on strike. All such occasions are moments for value education.

1.3 Integration

In some states moral instruction is taught as a subject by itself whereas value education is integrated with other subjects.

1.4 Levels

Elementary Education: Classes I-VIII.

1.5 Compulsory or Optional

'Moral instruction' is taught as a compulsory separate subject in some states. In certain school systems it is taught as an optional subject. Value education is imparted by integrating it with other subjects.

1.6 Time Allocation

In some states 'moral instruction' is allocated one or two periods in a week while in some states 'moral education' is taught through morning prayer etc.

1.7 Minority Groups

There are several minority groups in the country. India being a secular state instead of religious education only moral/value education is imparted to all children in the vast majority of its schools. However, religious minorities are free to impart religious education, in the schools run by themselves. For instance, there are madarasas (schools) run by the Muslims and a wide range of denominational schools by Christian Missions.

2. Instructional Process

2.1 Separate Syllabus

For moral instruction there is a separate syllabus in a few states, but no separate syllabus for value education was developed till recently. Now NCERT has developed guidelines to evolve such curriculum and has also come out with draft syllabus for its discussion and integration into existing school subjects. For example in Tamil Nadu the following concepts and values are included in the moral instruction syllabus:

[Standard I]

(1) Orderliness;
(2) Discipline;
(3) Personal cleanliness: (a) exposed eatables and their harmfulness, and
    (b) contagious diseases; and

(4) Moral stories and maxims. Stories from Athichudi (Avvi) or any other moral book.

[Standard II]

(1) Personal cleanliness;
(2) Cleanliness of school surroundings;
(3) Kindness towards others;
(4) Living together in groups;
(5) Orderliness and discipline; and
(6) Moral stories and maxims.

[Standard III]

(1) Kindness to animals;
(2) Patriotism;
(3) Speaking the truth;
(4) Obedience to parents and teachers;
(5) Avoiding greediness;
(6) Observance of school rules; and
(7) Perseverance.

[Standard IV]

(1) Friendliness;
(2) Utilization of leisure;
(3) Care of public and others' property as one's own;
(4) Give and take;
(5) Helping the needy;
(6) Faithfulness; and
(7) Cleanliness of public places.

[Standard V]

(1) Ethical values;
(2) Patriotism;
(3) Dignity of labour;
(4) Self-discipline; and
(5) Service to others.

2.2 Instructional Materials

Textbooks and supplementary books are available to the pupils. Handbooks are available to the teachers.

2.3 Development of Materials

These materials are developed by Education Departments and textbook publishers with the help of experts.

2.4 Free Materials

In general, materials are not given free to the pupils.

2.5 Teachers

There are no special teachers.

2.6 Training Programme for Teachers

There is a special training programme for teachers in a few institutions in India. However, value education is integrated in the curriculum of pre-service teacher training.

2.7 Methods and Techniques Adopted

Only the common teaching methodologies are adopted. However effort is being made to encourage children to think for themselves and discuss among themselves pros and cons of issues involved in decision making and their general behavior.

2.8 Co-curricular Activities

Days connected with various leaders and saints in the country are celebrated when children participate in debates, discussions, role playing and dramatizations etc.

4. Problems and Issues

4.1 Outline of the Problems and Issues

(1) As programmes of moral education are very general in nature, problems of significance have not yet been identified.

(2) Implementation including teacher training problems are not very significant.

(3) No formal evaluation has been conducted so far.

4.2 Future Prospects

(1) The programme being of an on-going nature, it is being revised through a careful selection of civic and ethical values.

(2) The following modifications in the course content are proposed to be included in the teacher training programme in value/moral/spiritual education. These have been suggested by the Working Group to Review Teacher Training Programmes, set up by the Ministry of Education and Culture, Government of India, New Delhi in 1983.

(a) Philosophy, education and values.
(b) Psychology, education and values.
(c) Science and values.
(d) Philosophy and values.
(e) Religion, spirituality and values.
(f) Art and values.
(g) Environment and values.
(h) Works of community services, courage and heroism.
(i) Physical culture and its values.
(j) Selected stories, plays and passages from literature reflecting pursuit of truth, beauty and goodness.
(k) Practical suggestions and hints to teachers.

(3) Efforts are afoot to revitalize the programmes concerning moral and value education.

(4) Pupil evaluation concerning moral instruction is accomplished by general observation and evaluation techniques to ascertain a change in behaviour patterns of the pupils.

However, no formal summative evaluation has been conducted on a national level.

The Government of India have been taking interest in the field of value orientation, moral instruction and spiritual education with special reference to school education. The working group to review teachers training programmes concerning value orientation was set up by the Ministry of Education and Culture, Government of India, New Delhi in 1983. The group has suggested the course content regarding value/moral/spiritual education.

QUESTIONNAIRE D: WORK-ORIENTED EDUCATION

1. Context

1.1 Meaning

Work oriented education has been described as purposeful, meaningful, manual work resulting in either goods or services which are useful to the community.

1.2 Terms Used

Following terms are used: Craft Education, Work Experience, Work Education and Socially Useful Productive Work (SUPW).

Craft Education: This is being used under Basic Education* system, where process of education should centre around some form of manual and productive work and that all other abilities to be developed or training to be imported should, as far as possible, be integrally related to the central handicraft chosen with due regard to the environment of the child.

Work Experience: Work experience is defined as "participation in productive work in the school, in the home, in a workshop, on a form, in factory or in any other productive situation."

Work Education: This is used by some of the states like West Bengal in the sense of work experience.

S.U.P.W.: This is defined by the Ishwarbhai Patel Committee as purposive, meaningful, manual work resulting in either goods or services which are useful to the community. The abbreviation S.U.P.W. Stands for Socially Useful Productive Work.

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* Basic Education was initiated by the Father of the Nation, Mahatura Gandhi as a part of the national movement. It was also called nai talim, i.e. new education. During these days he wanted the educational system to be self-supporting.

1.3 Reasons for Programme

The Indian Education Commission (1964-66) emphasized the role of education as a powerful instrument of social, economic and political change. The Commission concluded that one of the means of achieving the national goals was by linking education to productivity and this link could be forged by introducing work experience as an integral part of general education. It aimed at giving the future citizens a keen sense of personal worth, dignity and efficiency and strengthening in them the desire for self-improvement and social service.

Ishwarbhai Patel Committee recommended S.U.P.W. with the main aim of reducing the gap between work and education and removing the isolation of school from the community.

1.4 Objectives

(1) To acquaint the children with the world of work and the productive occupations going on in the community and developing in them a sense of respect for manual work and workers.

(2) To develop in children an awareness of social problems and inculcate in them positive attitude towards community service.

(3) To develop in them a desire to be useful members of the society and to contribute their best to the common good.

(4) To inculcate in them a positive attitude of teamwork and socially desirable values like self reliance, dignity of labour, tolerance, co-operation, sympathy and helpfulness.

(5) To help them in understanding the principles involved in the various forms of work.

(6) To lead the children to participate increasingly in productive work, as they go from one stage of education to another, thereby enabling them to earn while they learn.

(7) To provide opportunities for creative self-expression and for the development of problem solving abilities.

1.5 Curriculum Areas

This is accorded the status of a full-fledged subject for the award of certificates. The Ishwarbhai Patel Committee has strongly recommended that S.U.P.W. must find central place in the school curriculum. The nature of this curriculum area is such that it draws its knowledge contents from different subjects of the school curriculum and the practical aspect is developed in the light of the Gandhian Philosophy of Basic Education which was work-centred.

The contents of socially useful productive work should be based on the needs of the child, the school and the community. Therefore, it will be very flexible in nature and no fixed programme can be prescribed in all the schools at a time.

1.6 Levels

This varies from state to state and the programme at present starts at different classes i.e. VI, VII, VIII, IX and so on. However, as per recommendations of Education Commission the programme should start from the standard I and be continued in subsequent classes of school education. It is suggested that the subject should be taught at all levels of education.

1.7 Compulsory

Wherever introduced, the study is compulsory. However, the suggested programme has two broad components viz., a core programme comprising simple activities belonging to six major need areas - food, shelter, clothing, health and recreation, community work and social service which may be common to all. The other will be an elective component concerned with work-practice comprising production of goods and services. At the plus two stage programme may be arranged with the electives chosen by the students.

1.8 Time Allocation

Time allocation varies from 9% to 20% in different states. Majority of the states having work education in the schools have provided 10% of the total instructional hours for this purpose.

1.9 Main Emphasis of the Programme

The following are the main emphasis of the programme but no priority is fixed.

- Dignity for labour
- Acquainting with the world of work
- Development of proper attitude
- Awareness of social problems
- Development of vocational skills

2. Instructional Process

2.1 Content

As mentioned earlier the curriculum is flexible in content with core and elective component based on the needs and facilities available in and around the school. On the basis of above criteria a separate syllabus/statement of content is developed which varies from state to state.

In class I and II the activities are of self-expressional type. In classes III, IV and V some systematic type of work, i.e. where some steps are involved or some planning is required. In VI to VIII classes strenuous work with higher skills requiring closer co-ordination of head and hand are chosen.

Each activity is to be selected after considering educative, productive and social usefulness.

2.2 Instructional Material

1) Socially Useful Productive Work Curriculum (developing and implementing the programme).

2) Sample Curriculum Units.

3) Materials in the form of source books, illustrating sample activities for different stages of school education.

4) Various reports of seminars, materials of workshops developed on different aspects of S.U.P.W. by state as well as central agencies.

2.3 Development of Materials

National agency like NCERT and State Agencies like SCERT/SIE/Board of Education/School Level Teachers undertake development of materials.

2.4 Cost of Materials

Materials are given free to pupils.

2.5 Provision of Materials

Different agencies mentioned above provide materials.

2.6 Local Resources

Equipment, farms and establishments are used for observation and in some cases for developing skills. Services of experts are used for imparting training on part time basis.

2.7 Special Facilities

In some cases, special facilities are provided by the institution, the government, and the community.

Special equipment is required for certain activities. For instance, agricultural equipment is required for agriculture-based activities. For technology - based activities, tools and machinery in a particular trade are called for.

2.8 Teachers and Training Programmes

According to the report of the third All India Educational Survey (1978), separate teacher for each work experience activity is available in 10,254 schools in India which constitutes 24.56% of the schools having the programme of work experience. This figure includes the primary, middle, secondary and higher secondary schools. In many cases the general teacher having informal or formal training also teaches the subject.

Both pre-service and in-service courses provide special training in work education.

The teacher training institutions do offer pre-service training in S.U.P.W. Agencies like NCERT, SCERTs or SIEs provide in-service training programmes in this area.

2.9 Support Provisions

In states, State Councils of Educational Research and Training or State Institutes of Education provide organizational support by orienting the supervisory staff of the Department of Education. School Boards of Education in some cases provide academic inputs for successful implementation of the programme.

2.10 Methods

The National documents prescribe that the S.U.P.W. activities are not to be performed mechanically. In performing them, close coordination of head, heart and hand is required.

The activities are to be conducted through problem solving approach. Following the actual work the teacher will discuss different aspects of the activity. Based on the nature of the activity, the teacher explains and undertakes the demonstration of the activity.

Exploration, experimentation and work practice are emphasized on the basis of desired outcomes contemplated by the teacher.

2.11 Co-curricular Activities

The science club, school bank, school co-operative society, dramatics association, literary and cultural activities and various hobby clubs reinforce school learning in work oriented education.

3. Evaluation and Feedback

3.1 Pupil Evaluation

In different states different patterns of evaluation are in vogue. They are as what follows:

(1) S.U.P.W. is internally evaluated and cumulative records are maintained.

(2) The subject is evaluated both internally as well as externally.

(3) Assessment of performance is expressed either in terms of marks of grades.

(4) In majority of the cases, grades/marks are not counted towards award of certificate.

(5) In one state, namely, Kerala, S.U.P.W. is not evaluated at all. S.U.P.W. activities may be either production oriented or service oriented. The "Pune Seminar" has suggested the following areas of evaluation in both the cases respectively:

Production oriented activities:

(a)	Cognitive outcome	- 10%
(b)	Personal and Social qualities	- 25%
(c)	Process of work	- 35%
(d)	Product of work	- 20%
(e)	Report	- 10%

Service oriented activities:

(a)	Cognitive outcome	- 10%
(b)	Personal and Social qualities	- 35%
(c)	Process of work	- 45%

(d) Report - 10%

The techniques to be used are observation, performance and oral test.

3.2 Communication of Results

It may be used for remedial work and also for certifying the competence and personality traits of students.

3.3 Programme Evaluation

There is no systematic programme of evaluation. Certain studies are conducted by educational agencies or individuals.

NCERT has made major efforts in this direction and has completed the following studies in the past few years. The methods used were questionnaire, observation and state reports.

(1) Work Experience in schools - Third All India Educational Survey.

(2) Socially Useful Productive Work as it is practised in some selected institutions.

(3) Social Useful Productive Work in India - A Status Study.

(4) The Authentic State reports - presented in the National Seminar on S.U.P.W.

3.4 Results of Evaluation

The findings of the studies are given in brief:

(1) In some states, the programme has been introduced in a few selected schools on an experimental basis and in some other states it is confined to a particular school stage only.

(2) Time allotment varies from state to state.

(3) Some states have published teachers guides and information leaflets on S.U.P.W. activities. A few periodicals on S.U.P.W. are being published regularly.

(4) In majority of the states, there are no teachers specially appointed to take S.U.P.W. classes while in others S.U.P.W. is generally entrusted to the teachers of craft, work experience, drawing, home-science, agriculture, commerce or music.

The teachers in charge of S.U.P.W. are generally not treated on part with other subject teachers and they have no chances of promotion in their career. This has an adverse effect on the teacher's moral.

(5) S.U.P.W. is internally evaluated and cumulative records are maintained. In some states the subject is evaluated both internally as well as externally. In some states there is no provision for student evaluation.

(6) In majority of the states, S.U.P.W. cell in the SIE/SCERT/Directorate of Education is generally entrusted with planning and implementation of the scheme.

(7) Only nominal funds are provided for S.U.P.W. In a few states special fees was levied. Some states have given adequate grants to equip schools with suitable facilities.

(8) Little information is available regarding the implementation of S.U.P.W. Stray articles and write-up on S.U.P.W. and informal queries indicate a great deal of variation in the implementation of S.U.P.W. programme in different states.

4. Problems and Issues

4.1 Outline of the Problems and Issues

(1) Development of the programme

In a study, the schools not having the programme of work-experience were asked to give reasons(s) for not doing so. The reasons in order of their frequency were as follows:

(1) Lack of resources;
(2) No equipment/inadequate equipment;
(3) Lack of teachers/trained teachers;
(4) Lack of approval and provision by Government/Management;
(5) Lack of raw materials; and
(6) Inadequate space and accommodation.

(2) Implementation

Due emphasis is not given to this programme. There is need to orient the administrators, head masters, teachers, pupils and community at large for its successful implementation.

At the same time, adequate funds, facilities, instructional materials and qualified teachers are important inputs in the absence of which the scheme remains only on paper and can not be implemented.

(3) Evaluation of programme

Already indicated in 3.4

(4) Evaluation of pupils

Already indicated in 3.4

4.2 Future Prospects

There will be some modifications in course contents, materials etc. Measures will be taken to enlighten the public on the usefulness of the programme.

The present thrust is on the effective implementation of work education scheme rather than on evaluation or a redefinition of the objectives of the programme. A number of in-depth studies need to be conducted which could bring to surface the feasibility or attainability of the wide variety of objectives spelled out for this curricular area. Research studies may have to be undertaken to follow up an age cohort longitudinally over a sufficiently long period with suitable control groups for this purpose. Till then any modification in programmes may be uncalled for and may not be received kindly at the grass roots level.

It can not, however, be denied that the technological changes anticipated for future would further reinforce the objectives relating to production and maintenance skills conforming to the changes in various sectors of production.

QUESTIONNAIRE E: CURRICULUM LOAD

1.1 Definition/Meaning

In addition to imbalance between the length of the prescribed course on the one hand and the time available on the other, curriculum load also implies incompatibility between difficulty level of the course content and language used in the textbooks on the one hand and level of pupil's mental growth on the other. Its meaning can be further elaborated as under:

Length of the prescribed course vis-a-vis availability of time

Length of the prescribed course is an important dimension of curriculum load. If the prescribed curriculum is too lengthy to be completed in time by an average teacher under normal conditions, the curriculum would be considered heavy. The paucity of time towards the end of the academic session when majority of teachers are busy in completing the course is an indicator of the curriculum being judged as heavy.

Difficulty level of the course content vis-a-vis mental level of the pupils

Mismatch between the cognitive demands of the subject matter on the one hand and maturity of the pupil on the other is another indicator of curriculum load. In some cases absence of relationship between the concepts or topics and previous learning of pupils may be responsible for the mismatch.

Language used in the textbooks

Language is an important factor which impinges on the curriculum load. Difficult concepts when lack necessary elaboration and explanation add to the curriculum load. Difficult concepts if presented in simple and straightforward language may put less burden on pupils, whereas even simple concepts may put unnecessary burden on them if these are presented in a style which is verbose, rhetrical and involved.

1.2 Concerns of Teachers/Parents/Students

The concern for curriculum load has been voiced by some teachers, parents and pupils and community leaders in India. The basis of their criticism is the number of subjects students have to study and more specifically the number of notebooks and books that they have to carry to schools. Parents have also voiced their concern about the amount and type of homework assigned to their wards.

1.3 General Assessment of Curriculum Load

The present curriculum of some subjects in a few classes has been rated heavy. But in a majority of subjects in all the classes it has been rated as 'about right'. Primary school curriculum comprises broad components, viz scholastic areas and non-scholastic areas. The scholastic areas are mother tongue, arithmetic, social studies and science. Social studies and science are taught under the common nomenclature of environmental studies. English is also introduced in class I, in privately run schools and the central schools. In addition to mother tongue the study of English is introduced in class VI in most of the states but in a few states it is introduced in class IV or V. The non-scholastic areas include arts, physical education, and work experience or socially useful productive work. In classes I and II only two books, one in language and the other in arithmetic are prescribed. In classes III to V, besides books in mathematics and language, books in social studies and science are also prescribed. One book in English is also prescribed where English is included in the curriculum at this stage. In classes VI to VII/VIII, books in 2 or 3 languages, mathematics, social science and science are prescribed. The amount of content is quite manageable as it can be taught within the available time. However, a few portions in some subjects, particularly in science, social studies and mathematics have been found to be difficult for pupils in some classes.

1.4 Assessment by Different Dimensions of Curriculum Load

Rating of School Subject Areas

Subject Areas	Scope of Objectives	Difficulty of Course Content	Language used in Textbooks	Length of Course Content	Availability of Time
Language	Grades 1-8 About right	Grades 1-8 About right	Grades 1-8 About right	Grades 1-8 About right	Grades 1-8 About right
Mathematics	Grades 1-8 About right	Grades 1,2, 5 & 6 About right Grades 3 & 4 Difficult Grades 7 & 8 Slightly difficult	Grades 1-5 & 7-8 About right Grade 6 Slightly difficult	Grades 1-5 & 8 About right Grades 6-7 Slightly lengthy	Grades 1-6 About right Grades 7-8 Inadequate
Science	Grades 1-8 About right	Grades 1-6 About right Grades 7-8 Slightly difficult	Grades 1-8 About right	Grades 1-6 About right Grades 7-8 Slightly lengthy	Grades 1-6 About right Grades 7-8 Inadequate
Social Studies	Grades 1-8 About right	Grades 1,3 & 7 About right Grades 4-5 Difficult Grades 6-8 Slightly difficult	Grades 1-7 About right Grade 8 Difficult	Grades 1-3, 5 & 6 About right Grade 4 Light Grades 7 & 8 Slightly lengthy	Grades 1-5, & 7 About right Grades 6 & 8 Inadequate

1.5 Factors Contributing to the Problem of Curriculum Load

A recent study conducted at the national level has revealed that in most of the cases curriculum organization or curriculum materials as such are not responsible for the problem of curriculum load. Instead such factors as lack of physical facilities, inadequacy in teacher training and preparation, lack of motivation on the part of teachers, absence of support materials, pressure of periodical tests and annual examinations contribute considerably to the perception of curriculum load. Lack of space together with unfavourable pupil teacher ratio may result in overcrowding of classes. It makes very difficult for the teachers to pay individual attention to his pupils. In the absence of proper teaching, students lag behind in studies and consequently curriculum proves heavy for them. In the long run this may make the curriculum heavy for them as teaching is, by and large, examination or memory oriented rather than learning on understanding-oriented. Teachers and students take recourse to such teaching-learning strategies as may enable them to secure results at the examination. Too much emphasis on memorization without understanding increases the load of curriculum for pupils.

1.6 Nature and Amount of Homework

Home work is considered an essential part of school programme. It has been observed that at the primary stage, on an average, about one hour's home work per day is assigned. It has been observed that by and large routine type of home work such as writing alphabets or words, doing sums of arithmetic, writing answers to questions in science and social studies, is assigned. In classes IV to VII/VIII, sometimes projects involving collection of stamps, pictures, leaves, seeds and preparation of charts, models etc. are given as assignments. It is felt that innovative type of work should be assigned so that children instead of feeling bored and burdened should enjoy or relish such assignments.

1.7 Effects on Enrolment/Achievements

No systematic study has been conducted to ascertain the effect of curriculum load on enrolment and achievement of pupils. However, there is a feeling that a heavy curriculum may have an adverse effect on enrolment and pupil achievement but it is difficult to obtain empirical evidence to test this hypotheses.

1.8 Major Studies into Curriculum Load

(1) The National Council of Educational Research and Training set up an in-house Working Group to examine the question

of curriculum load. Report of the study has been brought out under the title "Curriculum Load at the School Level - A Quick Appraisal".

(2) The Working Group planned its work in two phases:

(a) In the first phase the study was confined to the union territory of Delhi only. The work during the first phase involved informal meetings with a large number of educational functionaries and a series of formal meetings with heads of primary and secondary schools. A survey of the assessment of teachers, parents and students was also conducted. Their responses were obtained through questionnaires. A Workshop attended by a large number of headmasters, practising teachers, curriculum workers and researchers was organized for six days. The main purpose of workshop was to analyze the textual materials in the context of curriculum load. Another purpose of the workshop was to cross-validate the findings of the survey. Analysis of the data obtained through various sources revealed that conclusions of the workshop were in conformity with the findings of the survey.

(b) In the second phase work on the study was extended to four more states namely, Rajasthan, Orissa, Madhya Pradesh and Karnataka Workshops on assessment of curriculum load were organized in the respective states. Their curricula, syllabi and textbooks were examined by a group of teachers, principals, curriculum workers and educational administrators in accordance with the guidelines developed at the national level.

(3) Findings of the study led to the following conclusions:

(a) The failure to provide the pre-requisites for effective transaction of curriculum leads to the problem of curriculum load.

(b) The problem of curriculum load is more a problem of educational management and resource constraints than a problem of curriculum development.

(c) Lack of order and system in any aspect of curriculum development and implementation including that of home work assignment contributes substantially to the problem of curriculum load.

(d) The quality of curriculum transaction is a major determinant of curriculum load. Even a flawless curriculum, if transacted in an ineffective manner may prove to be heavy for pupils.

(e) The problem of work load is also a social problem having roots in the high aspirations of parents and students and in the widespread spirit of competition which permeates in all walks of our social life.

(f) The present system of examination with its emphasis on memorization is responsible to a great extent for the problem of curriculum load.

(g) Many a time, errors of judgement on the part of curriculum workers with regard to matching the cognitive demands of the subject matter with the maturity level of pupils lead to the problem of curriculum load.

(h) The desire to include more and more content in order to raise the educational standards, often makes the curriculum ambitious, impractical and even counter-productive.

1.9 Modification and Curriculum

The report of the study mentioned above has been submitted to the Ministry of Education. The report has also been sent to the State Education Departments for further necessary action. The recommendations made by the working group are to be examined by various curriculum development agencies in the country. The following recommendations are relevant to the elementary stage of school education:

(1) Information load, specially at the earlier stage should be kept to the minimum. At the higher level also, practice of competitive overloading of information in the textbooks should be avoided. It is recommended that there should not be more than two textbooks for classes I and II.

(2) At least 33% of the instructional time should be allocated for the teaching of mother tongue/regional language at the primary stage because proficiency in language skills will equip the child to learn the content of other subjects with ease at the primary stage.

(3) Teaching of formal skills of reading and writing should not be admitted before the age of 5. But informal, joyful pre-primary schooling may be introduced, particularly for the first generation learners.

(4) Quality of education should not be equated with quantum of curriculum content. For the development of creative thinking, it is better to cover a few topics more intensively rather than providing superficial knowledge of too many things.

(5) As the syllabi and textbooks are the concrete manifestation of curriculum, these should be of high quality. There should be an appropriate mechanism for determin-

ing the suitability of textbooks.

(6) Minimum facilities for teaching-learning such as chalk, black board, books, source books, maps, charts, models etc. should be provided in every school. Absence of these facilities increases the load of curriculum for pupils and teachers.

(7) Overcrowding in classes increases the workload of teacher. It affects adversely the quality of curriculum transaction. This may give rise to the problem of curriculum load. The optimum number of pupils in a class should be around 35.

(8) Lack of order in the system in any aspect of human life makes things heavier and more difficult than what they are. This is also true in the case of home work and periodical tests. It should be made obligatory on the part of a school to prepare and display in each class an agreed time table for home work assignment for the conduct of periodical tests. It is further recommended that no formal home work should be assigned at the primary stage.

(9) Since the teacher is the major single factor in fostering teaching and learning, it is desirable that he should be suitably trained to discharge his duties effectively. Therefore, curriculum for pre-service and in-service training, both for elementary stage and secondary stage should be simultaneously updated and intensified.

(10) There should be no public examination till class VIII. Internal formative and summative evaluation should be carried out continuously with a view to diagnozing pupils' weaknesses in learning. Subsequently remedial teaching for these pupils who lag behind in some aspect of learning should be arranged. Time spent by teachers on remedial teaching should be considered as part of their regular workload.

INDONESIA

QUESTIONNAIRE A: BACKGROUND INFORMATION

1. General Information

1.1 Location and Size

Indonesia is located in the equatorial region between latitude 6° north and 11° south, and longitude 95° east and 141° east. The distance between the northern and southern parts is 1,888 kilometres, while the distance from Western Sumatra to Irian Jaya in the East is 5,110 kilometres. The total land area is approximately 1,901,000 square kilometres.

1.2 Main Geographical Features

Indonesia consists of more than 13,000 islands, of which less than 1,000 islands are populated. The islands are mountainous and many have dormant and active volcanoes. The climate is tropical, with two seasons, dry and wet. The temperature is between 26° - 27°C.

1.3 Population

According to 1980 census, the population was 146,776,500. The average annual rate of population growth since 1961 and its projection until the year 2,000 are as follows:

1961 - 1971 = 2.1 percent
1971 - 1980 = 2.3 percent
1981 - 1985 = 2.2 percent
1986 - 1990 = 2.1 percent
1991 - 1995 = 2.0 percent
1996 - 2000 = 1.9 percent

There are differences in the rate of population growth among the major islands in Indonesia. The population growth in the densely populated island of Java was 2.0 percent a year during the period 1971 - 1980. This rate is lower than the growth in any other island. The highest growth rate was in Sumatra, namely, 3.3 percent a year, followed by Kalimantan, 2.8 percent; and Sulawesi, 2.2 percent.

The number of children by age group in 1980 is as follows:

0 - 4 = 22,381,600
5 - 9 = 19,759,600
10 - 15 = 17,551,800

1.4 Ethnic/Religious Composition

Indonesia has more than 270 ethnic groups, big and small, but unfortunately there is no accurate data on each group. Perhaps the following figures on population by islands will give a picture of main ethnic distribution. Java Island, for instance, is mostly populated by Javanese and Sundanese; Sumatra Island by Minangkabaus, Bataks and some other smaller ethnic groups; Kalimantan by Dayaks and Majayu people; Sulawesi by Menadenese, Torajanese, Bugis and Maccasar people; Bali by Balinese; Ambon and Mollucas Island by Ambonese, etc.

Table 1: Population Distribution by Island

Island	Population census year		
	1961	1971	1980
Sumatra	15,739,363	20,808,148	28,016,160
Java	63,059,575	76,086,327	91,269,528
Bali	1,782,529	2,120,322	2,469,930
Kalimantan	4,101,475	5,154,774	6,723,086
Sulawesi	7,079,349	8,526,901	10,409,533
Mollucas (Ambon)	789,534	1,089,565	1,411,006
Irian Jaya	758,396	923,440	1,173,875

About 90% of the population are Moslems, 7% are Christians, and the rest are Hindus and Buddhists.

2. The Educational System

2.1 Structure of the Educational System

The formal educational system can be divided into primary, secondary and higher education:

(1) At the primary level, there is pre-school kindergarten education (TK) for 3 years, and primary school education (SD) for 6 years. A primary school education system of 5 years has been tried out since 1974 in 8 institutes of education (IKIP) under the Development School Project (PPSP).

(2) At the secondary level, there are two levels: the junior secondary schools (SMTP) for 3 - 4 years and senior secondary schools (SMTA), for 3 - 4 years also. Education in the lower level secondary schools consists of lower general secondary school (SMP), and vocational and technical schools, namely, secondary schools for economics (SMEP), secondary schools for home economics (SKKP) and technical schools (ST). In fact, many of the vocational schools at the lower level have been integrated with the SMPs. At present, there is an attempt to popularize the SKKP and ST as a kind of vocational and technical schools oriented to the world of work with education lasting for 4 years. These school use learning packages to teacher the children.

The upper level secondary school (SMTA) consists of several types, namely, senior general secondary schools (SMA); vocational and technological schools, namely, secondary schools for technology (STM), secondary schools for family economics (SMKK), secondary schools for economics (SMEA), secondary schools for social works (SMPS). These schools will produce graduates who can go straight into the job market. According to the length of education there are two groups, 3-year education produces "Juru" or "smith" and 4-year education produces "Penata" or "organizing personnel" which have different civil effects.

In addition, in the category of SMTA, there is the teachers education college (SPG) with education lasting for 3 years after SMP. The graduates of SPG can teach in kindergarten or primary school. There are also special teachers education colleges (SGPLB) with education lasting for 2 years after SPG or SMA. The graduates of SGPLB can teach in special schools (SLB).

(3) At the higher level of education are universities (5-6 years) in the fields of literature and philosophy, social sciences, science, medicine and technology, and institutes (4-5 years) which include education, vocational, technology and agriculture programmes. Also in operation are polytechnic programmes (2 years) in the field of technology, and various kinds of academies (3-4 years) organized by various government offices.

The evolution of the primary school curriculum during the last 10 years is briefly as follows:

The Primary School Curriculum 1975 has been implemented since 1976 to replace the preceding curriculum (1968). The aims of the revision in 1974/1975 were, among others, to make the curriculum more relevant to the development and needs of the society. Some characteristics of the 1975 curriculum are:

(1) It is objective-oriented which means that every teacher should know exactly what objectives are to be achieved by the pupils while planning the teaching-learning activities and implementing the lesson plan.

(2) It has an integrated approach which means that every subject has meaning and role in achieving the final objectives of education.

(3) Pancasila Moral Education (PMP) is not only given through the PMP subject for achieving the goal, but is also taught through social studies and religious education.

After 9 years of implementation, the Primary Curriculum (1975) is now being revised again to make it more relevant to the General Guidelines of the State's Policy (GBHN 1983), to make it more relevant to the present needs and developments of the society; the needs and capabilities of the pupils; and adapt it to the latest development in science and technology. The revision is also based on the findings of the general evaluation of the Curriculum (1975) held in 1982-1983.

The findings of the evaluation are:

(1) There are some new elements in the GBHN 1983 that should be adopted in the Primary Curriculum.

(2) There are some gaps between the curriculum programmes and preparation to continue to higher level education and life in the society.

(3) Some parts of the curriculum are not in line with the cognitive development of the pupils.

(4) There are some weaknesses in the content of the curriculum in some subjects, such as too much course materials.

(5) There is a gap between the curriculum and its implementation in the field.

The revision or improvement of the Primary Curriculum (1975) carried out in 1984 includes:

(1) Implementation of education on the History of the Struggle of the Nation (PSPB).

(2) Improvement of the objectives and programme structure of the curriculum based on core and elective programmes.

(3) Selection of basic capability, and integration and

interpenetration of the cognitive, affective and psychomotor domains.

(4) Development of new education programme to meet the needs of the world of work at present and in the future.

The theme of the curriculum improvement is the simplification of course materials and the introduction of a more appropriate approach. If the Curriculum 1975 is objective-oriented, the curriculum 1984 is objective - and process-oriented. In addition, the implementation of the teaching/learning programme is aimed at mastery learning and suited with the learners' own speed.

2.2 Objectives of Primary Education

The objectives of primary education referred to are the objectives of national education as outlined in the GBHN 1983, namely, based on the State's Philosophy Pancasila and aimed at enhancing the belief in God, the Almighty, intelligence and skills; to enhance moral values, to strengthen personality and endorse nationality spirit and patriotism in order to produce development-oriented both for themselves and the nation.

In addition, primary school is the vehicle for implementing compulsory education. Based on this reference, the objectives of primary school education are: to educate the pupils to become development-oriented; produce Indonesian citizens who acquire Pancasila and the Constitution of 1945, to provide training needed by the pupils who will continue their education to higher levels; to give basic training towards living in society and develop themselves according to their talent, interest, capabilities, environment and needs of development.

2.3 Educational Policy and Curriculum Development

BP3K or the Office of Educational and Cultural Research and Development which is now abbreviated as Balitbang Dikbud is mainly responsible for all research and development programmes within the Ministry including making recommendations on educational policy to the Minister of Education and Culture. The Centre of Curriculum and Educational Facilities Development, as a part of Balitbang Dikbud is responsible for curriculum development activities. The process of curriculum development, however, involves the other main units in the Ministry and teachers in the field. The team for curriculum development thus consists of experts from Balitbang Dikbud, Directorate General of Primary and Secondary Education, Directorate General of Higher Education, Regional Office of Education, and other agencies such as universities, institutes of education, and teachers colleges. Members of the committee are curriculum experts, subject area experts, psychologists, advisory experts, supervisors, principals and experienced teachers.

The implementation of the policy is the responsibility of the Directorate General of Primary and Secondary Education.

2.4 Years of Elementary Education

Elementary education lasts for 6 years (or 5 years in PPSP school) while compulsory education which was started in 1984 covers children from 7 - 12 years old.

2.5 Class Size and Pupil-Teacher Ratio

Average class size in primary school is 34 while the range of class size is 10-50 if we count the size of small school (SD Kecil). Average pupil-teacher ratio in West Java is 34:1. The highest pupil-teacher ratio is found in East Timor 42:1 which is due to the fact that only recently development activities in various sectors have been initiated in this province. The lowest at primary level is found in North Sulawesi 21:1. At national level, there has been continuous decrease in pupil-teacher ratio at primary level, reaching 30:1 in 1982 compared with 34:1 in 1979.

2.6 Organization of School Day, Week and Year

The total number of periods per week in the Primary School Curriculum 1984 for core programmes are 27 periods for Classes I and II, 30 periods for Class III, 28 periods for Class IV, 29 periods for Class V, and 30 periods for Class VI. In addition, there are elective programmes, 2 periods each for Classes I, II and III, 10 periods each for Classes IV and V, and 8 periods for Class VI.

Each period means 1 period of face-to-face teaching and 15 minutes of homework. Each period lasts for 30 minutes (Classes I and II) and 40 minutes for Classes III to VI.

Primary schools start at 7:00, 7:10 or 7:30 and finish at 9:30, or 10:00 for Classes I and II, and at 12:30 or 13:00 for Classes III to VI. The differences are caused by school location (in a big city or a small city) and the use of the school (whether for 1 or 2 shifts). There is 1 recess period for Classes I and II, and 2 recess periods for Classes III to VI, and each recess period is 15 minutes. In one year there are (approximately) 240 effective learning days divided into 3 terms.

The number of compulsory subjects or core programmes is 10 and the number of elective programmes is 4, namely, handicraft, sports, fine arts, and local language, if there is any. This means that the pupils may take one of various activities in sports, one in handicraft activities, etc.

2.7 Time Allocation

The time allocation per week for the subjects are as follows: (in terms of periods: Classes I and II - 30 minutes per period; Classes III - VI 40 minutes per period).

	Year					
Subject [Core Programme]	1	2	3	4	5	6
1. Religious Education	2	2	2	2	2	2
2. Pancasila Moral Education	2	2	2	2	2	2
3. History of the Struggle of the Nation	1	1	1	1	1	1
4. Indonesian Language and Literature	7	7	7	7	7	7
5. National and World History	-	-	-	1	1	2
6. Social Studies	1	1	1	2	2	2
7. Mathematics	6	6	6	6	6	6
8. Science	2	2	3	3	4	4
9. Sport and Health Education	2	2	2	2	2	2
10. Fine Arts Education	2	2	2	2	2	2
11. Skill Training	2	2	4	-	-	-
Total (Periods)	27	27	30	28	29	30
Total minutes per week	810	810	1200	1120	1160	1200

	Year					
Subject [Elective Programmes]	1	2	3	4	5	6
- Handicrafts	-	-	-	3	3	2
- Fine Arts	-	-	-	3	3	2
- Sports	-	-	-	2	2	2
- Local Language	(2)	(2)	(2)	(2)	(2)	(2)
Total (Periods)	(29)	(29)	(32)	(38)	(39)	(38)
Total minutes per week	870	870	1280	1520	1560	1520

3. Qualifications and Training of Teachers

3.1/3.2 Qualification for Entry to Pre-service Teacher Education Programmes and Duration of the Programmes

The pre-service training of the primary school teachers is mostly at the Teachers College (SPG) which is 3 years after junior high school (SMP).

3.3 Content of Pre-sevice Training Programmes

The course content of SPG is the continuation of the course content of the SMP subjects for its core programme. This will enable the SPG graduates to continue their study if they want to. As a preparation for teaching in the primary school, SPG students should master the course materials for primary school and kindergarten, and its delivery methods.

The course content of SPG is as follows:

(1) Religious Education
(2) Pancasila Moral Education
(3) History of the Struggle of the Nation
(4) Indonesian Language and Literature
(5) National and World History
(6) Social Studies
(7) Sports and Health Education
(8) Fine Arts Education
(9) Skills Training
(10) Mathematics
(11) Science
(12) Educational Psychology
(13) Methodology
(14) Teaching Practice
(15) English

3.4 Selection of Principals

Principals of primary schools are selected from senior teachers of primary school who have at least 4 or 5 years experience. They should also be recommended by the supervisor.

3.5 In-service Teacher Training Programmes

In-service training is a huge programme of the Directorate General of Primary and Secondary Education as there are more than 800,000 primary school teachers throughout Indonesia. The in-service training activities are carried out at national level, provincial level or sub-district level for almost every subject, but mainly for Pancasila Moral Education, Indonesian language, Mathematics, Social Studies, Science, and History of the Struggle of the Nation. Many teachers have attended such courses 3 or 4 times for different subjects. Usually the course lasts for 2 weeks.

4. Research

4.1 Significant Research

Some major researches during the last 5 years are as follows:

Since 1974, research and development programmes have been carried out in 8 Development Schools (PPSP) covering:

(1) School system (5 year primary school), including its special curriculum.

(2) Instructional system (modular instruction).

(3) Evaluation system (mastery learning).

(4) Administration system (continuous progress, credits system).

(5) Guidance and counselling system.

Since 1980, an action project on Supervision/Professional Support has been tried out in Cianjur, West Jawa. The main objective is to improve the quality of primary education through professional support to the teachers. The professional support, however, cannot be carried out in emptiness. Thus in Cianjur a lot of educational innovations are introduced, such as pupil activity approach, skills process, use of the environment as learning resources, group work, and the importance of feedback.

To improve the curriculum, we also carry out cognitive development study and written composition study. There is also a study on readability of the textbooks. The results of anthropometric study are very important for designing the best furniture for primary school children. In addition, we have also carried out typographic study.

In the Curriculum Development Centre, there are special task forces to develop models of teaching-learning activities in Mathematics, Social Studies, Science and Language. The Centre is now proud of the work of its workshop that has produced prototype of science kits for primary school that can be used for more than 55 experiments in Science. Mass production of the kits is the responsibility of the Directorate of Primary Education and the Directorate of Educational Facilities. Now every school in Indonesia has at least one science kit.

In 1983, the Office of Educational and Cultural Research and Development carried out study on the quality of education through pupil achievement of Class VI.

5. Problems and Issues

5.1/5.2 Problems of Failure and Dropout of Pupils and Percentage of the School-age Population Attending School

Ideally, children between the ages of 7 and 18 should be enrolled in school. The economic condition of parents influences children attending school. Children will be dropouts if the parents are poor. This phenomenon is indicated by the number of children going to the labour market.

Children between the ages of 7 and 12 years are supposedly enrolled in the primary school. However, only 83.9 percent of them are still in school while 11.4 percent of boys have never attended school and 4.7 percent are not in the schools anymore. 11.7% of girls have never attended school, 83.2% are still enrolled, and 5.1% have dropped out.

Children dropout mostly at Class IV as some poor parents think it is enough if their children can read and write and their services are needed to help the parents in daily work to earn money.

In the farming areas, some children are temporarily absent from school during harvest time, and in the fishing villages children often run out of the classes to help tow the nets ashore. Children that have never attended school are mostly from isolated remote areas such as Kalimantan Barat or Irian Jaya.

QUESTIONNAIRE B: INTEGRATED CURRICULUM

1. Content

1.1 Definition

Integration bears the idea of integratedness of concepts, ideas or topics to be discussed across different subjects.

This kind of integration is supposed to happen in the teaching of Social Studies and Science. In Social Studies, for instance, concept of village has elements of geography, economy, politics, cooperation among the people, etc. In the new curriculum, the curriculum developers have selected such topics that could integrate "different subjects". This is not so easy as members of the team have different academic backgrounds and disciplines such as geography, economics, etc. Their respective disciplines often cloud the concept of integration.

1.2 Rationale

The assumption that children look at things as a whole or in totality is the main reason why integrated education programme is getting more attention today. It is, however, impossible to change the whole curriculum into an integrated one. It will need a lot of time and preparation to change the curriculum and to make the teachers ready to implement it because there are hundred thousands of teachers.

The integrated approach is expected to make it easier to achieve the aims of national education, i.e., to develop a total or balanced personality who believes in God, who is intelligent and skillful and has the capabilities to adapt and influence the social changes in the future, and be responsible to the development of the nation.

1.3 Present Status

In the revised Primary Curriculum of 1984, education programmes are still developed through subject matter as were in the Curriculum of 1975.

On an experimental basis, in Cianjur Project, the teaching-learning process is occasionally based on the idea of integration among various subjects through what we call "project method". This is introduced and practiced in more than 200 primary schools but only 60 of them are intensively monitored. In the project method on "water", for instance, pupils observe water springs, use of water for household, farming, industry, the amount of water used for each, how bad water pollution happens, the problems of water purification, erosion and water control. They also observe various shapes of water tanks and make calculation of their volume. Through this kind of teaching, integration of Social Studies, Science, Mathematics and Language could be done easily.

For planning the teaching-learning programme, a "topic web" is also introduced where the teacher and the pupils make the planning together. First the main topic is chosen such as "market." The teacher then asks the pupils what kind of things are related to the topic. The pupils may mention about the people who go to the market, goods sold in the market, where the goods come from, transportation of the product, different prices, what people buy, etc. When these things have been classified, they follow them through for some sessions or divide the class in groups to discuss them after visiting a nearby market.

Integration of this kind in Cianjur has been adopted partially in the sense that it is only done occasionally, usually at the end of each term to cover and review the whole education programme of that term.

Integration has been introduced in Classes III to VI.

Integrated activities are included in:

(1) syllabuses in Social Studies and Natural Sciences.

(2) textbooks in Social Studies and Natural Sciences.

(3) classroom teaching-learning situations to some extent in Social Studies and Science, and various subjects in "project method" or through "topic web" (only in Cianjur schools).

2. Inputs

2.1 Course Content

Geography, economics, politics and moral education are integrated into Social Studies. Elements of physics, chemistry, biology are integrated into Science.

In the Curriculum of 1984, integration is based on themes and concepts such as family, village, market, etc. In Science, for example, there are "things around us", "weather", "energy", etc.

In Cianjur, integration is also implemented through current issues such as "population problem" or through interest such as "health week" or "anti-litter week".

2.2 Instructional Materials

Textbook revision is carried out regularly and textbook writers now are expected to refer to the new curriculum, covering the latest needs and development in the society and such adopted issues as family planning, population distribution, resources distribution, immigration and industrialization, transportation and traffic safety, etc. These issues could be adopted in various relevant subjects.

The teachers' guide which is a supplement of the Primary Curriculum of 1984 has adopted the experiences gained in the teaching-learning activities in Cianjur schools.

2.3 Teacher Preparation

In accordance with the guideline for the implementation of the curriculum, the teachers are requested to make teaching preparation using "the procedure for developing instructional system" in the form of "unit lesson". In this lesson plan the teacher has to formulate specific instructional objectives, select appropriate teaching methods, write the scenario of the teaching-learning process, develop test instruments and prepare the necessary learning aids. Many teachers have been complaining in fulfilling this task because as a class teacher, they have to teach all subjects.

In Cianjur, in addition, the teachers are also to prepare worksheets for group work and for the project method, the teacher should visit the site first, make contact with the people who will be visited and interviewed by the pupils, think about the uniting factor for various subjects and so on. These are additional tasks for the teacher but seeing the spirit and enjoyment of the pupils and their change of attitude, many teachers do not complain any more and instead have found greater professional satisfaction.

As most of the teachers are not yet well acquainted with this kind of programme, an intensive in-service training programme is badly needed. Our experience shows that training itself will not have much influence in the teaching-learning practice in the class if not followed by adequate supervision system. The model of supervision/professional support system in Cianjur has adopted new approach, mechanism and techniques to enhance the spirit of the teachers. In Cianjur, the teachers are not only the "object" of supervision system, but they also have an important role to help each other.

2.4 Basic Requirements

Integration through project method in Cianjur is implemented by group work. Therefore, class arrangements and class organization should be modified. In the other traditional classroom, the desks are arranged permanently in rows. Now a more flexible classroom facilities are needed so that flat, light tables and chairs are preferred.

3. Process

3.1 Teaching-Learning Strategies

One of the main features of the Cianjur Project is "pupil activity" compared to "teacher centredness" in the other traditional schools. In Cianjur, project method is carried out simultaneously with other innovative ideas such as the introduction of skills process. Thus the methodology is changed from the stress on "lecturing method" to various methods such as problem solving, inquiry, discussion, socio drama, field trip, etc.

As mentioned before, small group mode of teaching is widely practiced now in Cianjur than class teaching. Ideally, small group, whole group, pair work and individual work should be done inter-changeably and smoothly.

3.2 Mode of Implementation

Implementation of integrated course is confined to the classroom as well as outside the classroom. This is in line with the idea of intra-curricular and co-curricular, too. Integration in teaching-learning programme is attempted by the teachers themselves in Cianjur, usually at the end of a term to cover the whole range of objectives for that term.

The integrated course is compulsory for every pupil but they have their choice in which group and for what task they want to participate. Integrated course takes place in the same classroom as usual and there is no special equipment provided yet.

4. Product

4.1 Programme Evaluation

Overall evaluations have been carried out to the syllabus of 1975 and to the try-out of Cianjur Project, but there is no specific aim to evaluate the integration itself. Report on the findings of the evaluation for Cianjur Project has not reached its final form yet but many educational experts that participated in the evaluation programme have expressed their personal feelings that the programme is the answer to the highly criticized "dumb" culture found in the primary schools where pupils keep silent and just listen to the teacher. Members of Parliament and high ranking officers in the Ministry of Education and Culture have also urged that the teaching-learning practice of Cianjur school be disseminated to the other parts of Indonesia. Cianjur teachers themselves say that the programme is much more interesting to the pupils, but they are a little worried that they will not be able to achieve the target of the Curriculum of 1975. Should they do project method more frequently? They also admit that it is very difficult to integrate different subjects, especially, as the sequencing of these subjects do not correspond to each other.

To overcome the problems of the integrated approach, a lot of work still needs to be done, such as reviewing and rearranging the sequence of various subjects, selection of themes, issues or uniting factors for the syllabus.

5. Future Prospect

5.1 Prospect for the Future of the Programme

There is a strong feeling among educationists that the programme should be continued with some modification if necessary. It is still a long way before the programme can be carried out successfully throughout Indonesia. To be effective, any change in the curriculum of primary school should be closely followed by modification of the in-service training of the teacher, and it is still more ideal, if it is reflected in the curriculum of the teachers' colleges and the institutes of education. Unfortunately many institutes of education (IKIP) have little interest in primary school methods.

QUESTIONNAIRE C: MORAL/RELIGIOUS/VALUES EDUCATION

1. Content

1.1 Terms Used

This curriculum area in Indonesia is mainly covered in separate subjects (core programmes), namely : Religious Education, Pancasila Moral Education and the History of the Struggle of the Nation for values and spirit of the 1945 revolution. Other values are built in various subjects, because in the Curriculum of 1984 integration and interpenetration of cognitive domain, psychomotor domain and affective domain are emphasized.

1.2 General Objectives of the Programme

The general objectives of the programme are:

To educate pupils to become good Indonesian citizens who believe in God, the Almighty, have total personality, be intelligent, acquire the values of the 1945 revolution and be responsible to the national development.

1.3 Subject

This curriculum area is taught as subjects, but it is also to be adopted by the other subjects as all are aimed at achieving the national objectives.

1.4 Levels

Religious Education and Pancasila Moral Education are taught in every class from Class I to Class VI. The same is the History of the Struggle of the Nation.

1.5 Compulsory

Being core programme, the study is compulsory for every pupil.

1.6 Time Allocation

Time allocation for these subjects is as follows:

Religious Education and Pancasila Moral Education each are given 2 periods each per week, while the History of the Struggle of the Nation is given 1 period per week.

1.7 Minority Groups

The curriculum in Indonesia is a national curriculum that should be adopted by all schools, both government and private, and by all pupils regardress whether they are majority or minority.

2. Instructional Process

2.1 Separate Syllabus/Statement of Content

A separate syllabus is available for every subject.

In Religious Education separate programmes are provided for those who are Moslem, Christian, Buddhist or Hindus. Each pupil may choose according to his own religious belief. Pancasila Moral Education is moral education based on the State Philosophy of Pancasila which is (i) Belief in God, the Almighty, (ii) Humanity which is just and cultured, (iii) Unity of Indonesia, (iv) Democracy guided by the collective wisdom of the peoples representatives, and (v) Social Justice for all Indonesian people. These principles are to be translated into the guidelines for daily moral life. The History of the Struggle of the Nation covers episodes of the freedom movements, values and the spirit of the 1945 revolution.

2.2 Instructional Materials

Instructional materials are available both for teachers and the pupils.

2.3 Development of Materials

A special team consisting of experts on content, methodology, child psychology, etc. specially developed the materials.

2.4 Free Materials

The materials are given free to the pupils through what is called "book package programme".

2.5 Teachers

Pancasila Moral Education and the History of the Struggle of the Nation are taught by the same class teacher, but Religious Education is taught by the respective religious teachers.

2.6 Training Programme for Teachers

There is no special programme for the pre-service training of the teacher (except for Religious Education) but there is a national programme for in-service training of the teachers.

2.7 Methods and Techniques Adopted

The teachers mostly use "lecturing method", but as a result of in-service training, more and more teachers now use various methods and techniques to teach these programmes.

2.8 Co-curricular Activities

Co-curricular activities such as boy-scouting and Sunday teaching in the church and afternoon teaching in Islam reinforce school learning.

3. Evaluation and Feedback

3.1 Pupil Evaluation

There is a lengthy discussion among experts of education on how to evaluate as to whether the children have acquired the values or not. There are some value indicators that could be used to observe the pupils' attitude but sometimes it is very difficult. Thus test and non-test instruments for evaluation are being developed.

3.2 Communication of Results

The results of the evaluation are communicated by means of scores. These scores are very important to decide whether the pupils may be promoted to a higher class or not.

3.3 Rewards/Motivation Systems

Motivation at class level is given through ranking system, and the result for the first, the second and the third rank is announced openly in the school. At national level once a year, special awards and scholarships are provided for "model pupils."

3.4 Programme Evaluation

There is no special evaluation on the programme yet.

4. Problems and Issues

4.1 Outline of the Problems and Issues

As mentioned before there is much debate of the development of the programme since it is closely related to social issues. The same problem arises in evaluation and implementation.

4.2 Future Prospects

Certainly the programme is to be continued sometimes with modifications. Major revisions have happened two or three times.

QUESTIONNAIRE D: WORK-ORIENTED EDUCATION

1. Context

1.1 Meaning

Work-oriented programmes in primary school are elective programmes for the pupils whose functions are to enhance appreciation to handicraft work, to give pre-vocational training to enter the society and to acquire basics for studying more complex skills.

1.2 Terms Used

The other term used for this curriculum area is "Programme Pendidikan Keterampilan" which means Pre-vocational or Skills Education.

1.3 Reasons for Programmes

The main reason for including such programmes is the fact that many pupils have never gone to study further than primary school especially in the villages. Even if they study further, appreciation for the world of work and understanding the needs for improving the quality of work in every field are very important educational objectives.

1.4 Objectives

The main objectives of the programmes are:

(1) To give pupils basic knowledge of farming, gardening, fishery, animal husbandry and industrial arts.

(2) To give pupils basic skills in this curriculum area.

(3) To make pupils have a better appreciation on manual work.

1.5 Curriculum Areas

This curriculum area is taught as separate subjects but every school may provide certain programmes which are relevant to the needs of the environment, needs of the pupils and the community.

1.6 Levels

The programme is given from Class I to Class III as a core programme and from Classes IV to VI as an elective programme.

1.7 Compulsory

The study is compulsory for pupils from Classes I to VI.

1.8 Time Allocation

The time allocation for the programme is 2 periods per week for Classes I and II, 4 periods per week for Class III, 3 periods per week for Classés IV and V, and 2 periods per week for Class VI.

1.9 Main Emphasis of the Programme

The emphasis of the programme is, firstly vocational skills, secondary, appreciation of work.

2. Instructional Process

2.1 Content

A separate syllabus is available for each field of study.

For farming, for instance, three curricular objectives are presented, namely, the pupils acquire knowledge of land cultivation, plant cultivation and harvesting; the pupils acquire skills for cultivating the land, planting and harvesting; the pupils acquire the enjoyment of making use of the school yard and their home yard. The course materials, among others, touch upon: wet land and dry land cultivation, different kinds of plant growing, fertilization and pest control, utilization of time, instruments and techniques of harvesting, etc.

2.2 Instructional Materials

Instructional materials are provided by the Central Office through the Book Package Project. This does not mean that there is no room for the private sector to develop and publish textbooks. Usually there is a list of recommended books for the teacher to choose.

2.3 Development of Materials

A team of writers are assigned to make the official textbook but the teachers may develop the teaching materials, too.

2.4 Free Materials

Books from the Book Package Programme are given free to the pupils.

2.5 Provision of Materials

The Directorate of Primary Education and the Directorate of Educational Facilities provide the materials.

2.6 Local Resources

Local resources are always recommended to be used by the teacher.

2.7 Special Facilities

There is no special room provided for the programme, and areas of land provided differ from place to place. Schools in the villages usually have a piece of land provide by the village. The equipment required depends on which field of skills education is provided by the schools. Parent Associations may help to provide equipment needed by the school.

2.8 Teachers and Training Programmes

Most of the programmes are taught by the class teacher, but if there is any local expert, he may be invited to help the teacher. Special training programme is only given through in-service training.

2.9 Methods

Practical experience given to the pupils is preferred by the teacher.

2.10 Co-curricular Activities

Co-curricular activities to reinforce the learning is given in the form of homework. Occasionally there is a visit to the nearest site for work-oriented programmes.

3. Evaluation and Feedback

3.1 Pupil Evaluation

In the past the teacher evaluated the work of the pupils by looking at the finished product, but now evaluation of the process is regarded as important. Thus perseverance, accurateness, carefulness, coordination with other pupils, etc., are taken into account in the evaluation.

3.2 Communication of Results

The results of the evaluation is reported by final marks given to the pupil's achievement and this mark influences their promotion.

3.3 Programme Evaluation

There is no special evaluation yet for this programme.

4. Problems and Issues

4.1 Outline of the Problems and Issues

The development of the programme is a real problem due to the fact that geographically Indonesia with its thousands of islands covers a very large area and the conditions of the country differ from district to district.

Consequently, the implementation of the programme varies from school to school in accordance with the local conditions, needs, and availability of resources. This situation makes it very difficult for the Central Office or the Provincial Office to develop appropriate training programme for the teachers.

4.2 Future Prospects

The prospect of the programme in the future is better because awareness on the importance of work-oriented programme is always increasing in society and among decision makers.

QUESTIONNAIRE E: CURRICULUM LOAD

1.1 Definition/Meaning

In Indonesia, curriculum load refers especially to the number of subjects in the curriculum and the amount of course materials to be covered in a certain limited time.

1.2 Concerns of Teachers/Parents/Students

The concern of the curriculum load has been voiced by all the teachers particularly by those who want to have better teaching-learning activities in the class. Efforts at simplifying the course materials are expected to enable the teachers to feel less worried and encourage them to try the new approach introduced in the Curriculum of 1984 and use various teaching methods based on pupil activity and skills process. The teachers are always worried about finishing the curriculum and consequently choose lecturing method as the quickest way to "teach" it to the pupils.

1.3 General Assessment of Curriculum Load

In general the total curriculum at the elementary level can be rated as heavy, as it was the case in the 1975's Curriculum. The judgement is not based on the number of subjects and textbooks (which is quite a few), but mostly on the accumulated course materials in every subject.

1.4 Assessment by Different Dimensions of Curriculum Load

The results of the overall evaluation of the Curriculum of 1975 show that the scope of objectives is about right, the course content is difficult, the language used in the textbook is about right, the length of course content is lengthy, and availability of time is inadequate.

1.5 Factors Contributing to the Problem of Curriculum Load

Factors such as inadequacies in teacher effectiveness have contributed to a certain extent to the problem of curriculum load. If only the teachers could see the uniting theme for various instructional objectives and select the essential course materials to be developed, such as a proper lesson plan for teaching-learning process, the curriculum load would not be felt as being heavy. Lack of facilities is always mentioned by the teachers but a survey on the use of educational facilities shows that the existing facilities are not fully used by the teacher.

Pressure of examinations has also contributed to the nature and content of teaching-learning in the class. The criteria of a good school to many people is how many pupils pass the examination. Therefore, examination-oriented teaching programme is a common practice.

Additional responsibilities to the teachers are administrative work and participating in social functions. In the villages, a teacher is expected to know everything and participation of the teacher in all social activities is a must.

1.6 Nature and Amount of Homework

Amount of homework assigned to the pupil is about 15 minutes of work for each period of a subject. The nature of homework is further exercises to be done at home as reinforcement of teaching-learning in class.

1.7 Major Studies into Curriculum Load

The major studies conducted cover a wider range than curriculum load, namely, a) curriculum content/materials, b) implementation of the curriculum, and c) outcomes of the curriculum. The Study is called "Evaluasi Kurikulum 1975" and the major findings have been mentioned earlier in the previous section.

1.8 Modification of Curriculum

Revision of the curriculum is being conducted in terms of:

(1) Objectives;
(2) Course content;
(3) Textbooks (in the later stage);
(4) Instructional techniques; and
(5) Evaluation procedures.

JAPAN

QUESTIONNAIRE A: BACKGROUND INFORMATION

1. General Information

1.1 Location and Size

Japan is located to the east of the Asian Continent between 123 - 146 E.L. and 24 - 45 N.L., and consists of more than 3,000 islands which cover an area of 377,748 square kilometres.

1.2 Main Geographical Features

Mountains and forests make up 67 percent of the area and farm land 14 percent. The major islands of Japan lie within the north temperate zone and the average monthly temperature ranges from 28.3℃ in July in Naze to - 8.5℃ in January in Obihiro. Owing to its location on the Pacific Ocean, Japan has relatively high humidity and heavier rainfall in summer, and Japan enjoys clear-cut four seasons in a year.

1.3 Population

The last census, which is conducted every five years, was carried out in October 1980 and revealed that the total population was 117,060 thousand. It is estimated that Japan had a population of 119,483 thousand on 1 October 1983, 22.5 percent being those younger than 15 years and 9.7 percent older than 65 years. More than forty percent of the total population is concentrated in three major urbanized regions of Tokyo, Nagoya and Osaka.

Japan has a slow population growth rate. It was 8.8 per thousand in 1975 and 6.5 in 1983 which is causing rapid aging in the population structure.

Numbers of children by age group under 15 years old at 1 October 1983 are given in the following table:

Table 1: Number of Children by Age Group

Age Group	Population (in thousand)	Percentage to the total
0 - 4	7,773	6.5
5 - 9	9,247	7.7
10 - 14	9,888	8.3
0 - 14	26,908	22.5

1.4 Outlay on Education

The total national budget for the fiscal year 1984 (April 1984 through March 1985) was ¥50,627,200 million and the budget allocation to the education sector was 10.1 percent, that is, ¥5,102,200 million. The allocation to compulsory education, both elementary and lower secondary education, was 54.2 percent of the education sector budget and 5.5 percent of the total national budget.

The total education expenditure for the fiscal year 1981 (April 1981 through March 1982) was ¥17,853,813 million which was composed of ¥5,028,686 million from the National Treasury, ¥10,007,836 million from local governments and ¥2,817,291 million from private educational institutions. The public education expenditure (both from national and local governments) for the same fiscal year 1981 stood therefore at ¥15,036,522 million which occupied 19.6 percent of the total public expenditure on administration and 7.4 percent of National Income. Total education expenditures and expenditures for compulsory education for the years 1976, 1980 and 1981 are as follows:

Table 2: Education Expenditure in 1976, 1980 and 1981

Year	Total Education Expenditure (in million Yen)	Compulsory Education	
		In million Yen	Percentage
1976	10,791,065	5,458,193	50.6
1980	16,666,258	8,143,413	48.9
1981	17,853,813	8,607,026	48.2

The direct expenditure on elementary education reached ¥5,344,138 million for 1981 which occupied 30.0 percent of the total education expenditure.

1.5 Ethnic and Religious Composition

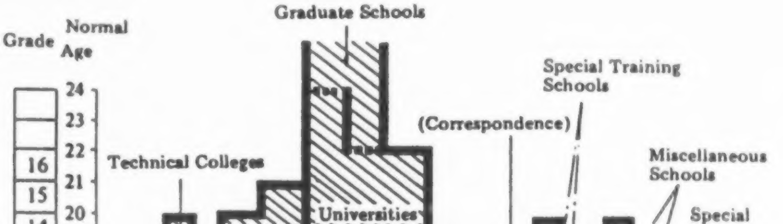
In terms of ethnic composition, Japanese society is essentially homogeneous. Out of the total population of 119 million, only about 800,000 are foreigners, 80 percent of which are Korean people.

According to the reports submitted to the Ministry of Education by the individual religious organizations, the total membership of religious organizations reaches nearly double the total population, which indicates that the majority of Japanese people have double beliefs. Their distribution is 103 million to Shintoism, 86.6 million to Buddhism, 1.5 million to Christianity, 15.9 million to others.

2. The Educational System

2.1 Structure of the Educational System

The current Japanese school system takes the form of 6-3-3 which is illustrated in the following diagram:


Grade
Normal Age
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
Graduate Schools
Special Training Schools
(Correspondence)
Technical Colleges
Miscellaneous Schools
Special Schools
Universities
Junior Colleges
UPPER SECONDARY SCHOOLS
(Full-time)
(Part-time)
LOWER SECONDARY SCHOOLS
ELEMENTARY SCHOOLS
KINDERGARTENS
Compulsory Schooling
Upper Sec.Dept.
Lower Sec.Dept.
Elementary daprtment
Kindergarten Department
Elementary Education
Secondary Education
Higher Education

For elementary school education, the Ministry of Education publishes a Course of Study as a national standard of the instructional objectives and contents to be taught at elementary schools, both public and private. Local boards of education, which are directly responsible for establishing and maintaining public elementary schools, develop their guidelines for curriculum development on the basis of the Ministry's Course of Study, and individual school teachers develop their teaching plans on the basis of guidelines and the Course of Study. Textbooks which are authorized by the Ministry of Education and distributed without charge are also compiled on the basis of the Course of Study.

Characteristics of the Course of Study for the elementary school in the post-war period can be differentiated into three distinct periods: the first began during the occupation period by the Allied Forces, the second from the late fifties through the seventies, and the third commencing in the eighties. The Course of Study for the seventies, issued in 1963 and implemented from 1971 onwards, emphasized a discipline-centred approach, particularly for science and mathematics. Complaint that the standards imposed by the Course of Study were rigid and placed an undue burden on both teachers and pupils was made against authorities by teachers and parents. The rising incidence of pupils failing to meet the national standards and of dropping out of learning activities also stimulated the revision of the Course of Study, and the revised Course of Study for elementary schools was announced in 1977 and implemented in 1980 at the elementary school level.

There are four principal characteristics of the 1977 Course of Study for the eighties. First, emphasis is given to moral education and the development of physical fitness of children so that balanced development between cognition, virtue and physical strength can be ensured. Second, instructional contents of each subject area are scrutinized so that basic matters can be mastered. Third, reduction of instructional hours for subject learning (2 periods for grade 4 and 4 periods each for grades 5 and 6 for every week) is made in the standard time allotment of the Course of Study with a view to providing individual schools with a space for introducing need-based programmes. Fourth, instructional contents are described only in brief as guidelines for curriculum development so that teachers can develop their own instructional programmes.

2.2 Objectives of Elementary Education

The aims and objectives of elementary education are explicitly stated in the School Education Law issued in 1947 and are as follows:

Chapter II Elementary School

Article 17 (Aims) The elementary school shall aim at giving children elementary general education according to the development of their mind and body.

Article 18 (Objectives) In elementary school education, efforts shall be made to attain the objectives mentioned in each of the following items in order to realize the aim stated in the preceding Article:

(1) To cultivate a right understanding and the spirit of co-operation and independence in connection with relationship between human beings on the basis of children's experiences in social life both in and outside the school;

(2) To develop a proper understanding of the actual conditions and traditions both of children's native communities and of the country and further, to cultivate the spirit of international cooperation;

(3) To cultivate such basic understanding and skills regarding food, clothing, housing, industries, etc. as may be needed in everyday life;

(4) To cultivate ability to understand and use correctly such words and expressions of the Japanese language as may be needed in everyday life;

(5) To cultivate ability to understand and manage correctly such mathematical relations as may be needed in everyday life;

(6) To cultivate ability to observe and dispose of, in a scientific manner, natural phenomena met with in everyday life;

(7) To cultivate a habit needed for a sound, safe and happy life and to effect a harmonious development of mind and body;

(8) To cultivate a basic understanding and skills regarding music, fine arts, literature, etc., which make life bright and rich.

2.3 Educational Policy and Curriculum Development

The basics of educational policies are formulated in the form of laws at the Diet which give the directions to the education administration, the implementing agency of the policy being the ministry of education at national level and the board of education at the local level. The central ministry for educational administration is the Ministry of Education, Science and Culture under the Minister of Education.

The policies once decided are implemented by the Ministry of Education at the national level and local boards of education of public entities at local level following laws, regulations and ordinances concerned.

The curriculum, as national standards, is compiled in the form of the Course of Study which is decided and officially authorized by the Minister of Education. In order to compile this course of study, the Ministry of Education requests various schools and research organizations to undertake R & D projects and in parallel with such R & D efforts for curriculum development, the Curriculum Council, an advisory organ to the Minister, deliberates on the guidelines of revision works and major issues to be improved. On the basis of these, the committee for the compilation of the Course of Study is established within the Elementary and Secondary Education Bureau of the Ministry and develops a draft course of study in collaboration with curriculum specialists in the Ministry.

The national Course of Study is officially communicated to the prefectural boards of education, which develop their own guidelines for the implementation of the course of study based on the local realities and needs. The prefectural boards then send the guidelines to municipal boards of education under their jurisdiction, which again develop guidelines on the basis of the realities and needs of individual communities and forward them to the schools under their jurisdiction. Classroom teachers are able to develop their day-to-day instructional programmes based upon these guidelines and the Course of Study under the supervision of the principal of the school.

2.4 Years of Elementary Education

Elementary education is six years and the duration of compulsory education is nine years, covering six years elementary and three years lower secondary schooling.

2.5 Class Size and Pupil-Teacher Ratio

The total number of classes in elementary schools, including classes for multiple grade and special classes, reached 350,455 in 1983 and the total number of elementary schools, including national, public (established by the local governments) and private ones, amounted to 25,045.

The Law Concerning the Standards of Class Organization and of Quorum of Educational Personnel in Public Schools of Compulsory Education prescribes that the standard of the class size is to be 45 for classes organized for children of the same grade. This class size of 45 is generally interpreted as the maximum quorum of class organization. The following table shows the number of classes by class size according to the 1983 Basic School

Survey of the Ministry of Education.

Table 3: Number of Classes by Class Size

Class Size	No. of Classes	Class Size	No. of Classes
Less than 7	19,348	41 - 45	85,571
8 - 12	10,735	46	761
13 - 20	13,960	47	101
21 - 25	15,777	48	18
26 - 30	23,415	49	2
31 - 35	60,870	More than 50	8
36 - 40	119,889		

In May 1983, according to the Ministry's School Survey, the average number of children per class was 33.5 and the average number of children per one regular teaching staff was 24.8.

2.6 Organization of School Day, Week and Year

The standard number of periods allotted for subject instruction, moral education and special activities at the elementary school is given in the Enforcement Regulations of the School Education Law, which says as follows: Grade 1 - 25 periods per week; Grade 2 - 26 periods per week; Grade 3 - 28 periods per week; and Grades 4 to 6 - 29 periods per week. However, in actual situations there are differences by region. NIER's survey made for this study revealed that the range of total number of periods per week for grade 1 is from 23 periods to 27 periods though the majority is 25 periods. The range for grade 6 is wider, that is, from 28 periods to 33 periods, the majority being 31 periods. It is also prescribed in the same Regulations that one school period is 45 minutes in the case of the elementary school, but there are also seasonal variations. In some prefectures, reduction of the length of the period is made for such periods as before the summer vacation, and some reduction is made for the winter period.

The total duration of one school day differs from grade to grade, from day to day, further from one season to another and from one region to the next. The following table compiled from the responses to NIER's survey conducted for this study shows the number of schools by total length of one school day in terms of hours of instruction from Monday through Saturday for grades 1, 3 and 6. For the days of the week, a considerable range of hours is observed.

Table 4: Number of Schools by Total Duration of Instructional Hours per Day

Hours	Grade 1						Grade 3						Grade 6					
	Mon	Tue	Wed	Thu	Fri	Sat	Mon	Tue	Wed	Thu	Fri	Sat	Mon	Tue	Wed	Thu	Fri	Sat
2.5						1						1						
3.0 -						27						24						25
4.0 -	1		1	1		10						12						11
5.0 -	14	13	11	11	17	1	5	1		4	2	2					1	3
6.0 -	10	11	12	12	6		16	14	16	15	16		17	2	2	15	3	
7.0 -	7	6	6	6	8		9	12	13	9	11		12	24	25	11	24	
8.0 -	6	8	8	8	7		8	11	9	10	9		9	12	11	12	10	
9.0 -	1	1	1	1	1		1	1	1	1	1		1	1	1	1	1	

There are breaks between classroom periods and a noon recess for lunch each day. The following table shows an example of a time table of a day in an elementary school in Tokyo. It is noted that the children of this school have five-five minute recesses, one twenty-minute recess and a noon recess of 55 minutes including lunch time. The time table, again, varies from one school to another.

Table 5: An Example of A Timetable of One School Day

Programmes	Morning Assembly	Break	First Period	Break	Second Period	Break	Third Period	Break
Hours	8:30-8:40	5 min.	8:45-9:30	5 min.	9:35-10:20	20 min.	10:40-11:25	5 min.

Fourth Period	Lunch	Cleaning Period	Break	Fifth Period	Short HR Break	Sixth Period
11:30-12:15	12:15-13:10	13:15-13:35	5 min.	13:40-14:25	5 min.	14:35 15:20

In the Enforcement Regulations of the School Education Law, the standard number of instructional periods is provided but there is no provision for the minimum number of days that the schools are required to open per year. Therefore the range of the number of instructional days varies widely, for example NIER's survey conducted for this study reveals that among forty schools the range is from 241 days to 252 days, and the largest group of schools, that is 9 schools, have 246 instructional days a year.

2.7 Time Allocation

The Course of Study prescribes that 8 subject areas including Moral Education, namely, Japanese Language, Social Studies, Arithmetic, Science, Music, Arts and Handicrafts and Physical Education are compulsory for all elementary school children from grades 1 to 4, while one more compulsory subject, that is, Homemaking, is added for children of grades 5 and 6. There is no space reserved for elective subjects at the elementary level.

As mentioned above, the standard number of periods for instructional activities is prescribed in the Course of Study as shown in the following table (per week time allotment). No specific description regarding marks or achievement level required in each subject instruction is specified.

Table 6: Number of Periods by Subject

	Grades					
	1	2	3	4	5	6
Japanese Language	8	8	8	8	6	6
Social Studies	2	2	3	3	3	3
Arithmetic	4	5	5	5	5	5
Science	2	2	3	3	3	3
Music	2	2	2	2	2	2
Arts and Handicrafts	2	2	2	2	2	2
Homemaking	-	-	-	-	2	2
Physical Education	3	3	3	3	3	3
Moral Education	1	1	1	1	1	1
Special Activities	1	1	1	2	2	2
Total	25	26	28	29	29	29

3. Qualifications and Training of Teachers

3.1 Qualifications of Teachers and Duration of Pre-service Training

Elementary school teachers must have a relevant teaching certificate as provided for by the Education Personnel Certification Law. The teaching certificate for the elementary school is classified as "regular" and "temporary". The former is subdivided into first and second class certificates. The regular teaching certificate is obtainable by successful completion of a four-year university course or a two-year junior college course with required credit acquisition. The entry qualification for these courses is the completion of 12 years schooling, that is, graduation from upper secondary school.

3.3 Content of Pre-service Training Programme

Graduates of a four-year university course with a Bachelor's degree who have acquired 16 credits in teaching subjects and 32 credits in specialized subjects are provided with the first class certificate for the elementary school and those who studied more than two years and earned more than 62 credits (either at a four-year university or a two-year junior college) and further who obtained 8 credits in teaching subjects and 22 credits in specialized subjects are entitled to the second class certificate for the elementary school. These teaching certificates are granted by the prefectural boards of education.

3.4 Selection of Principals

There is no specifically unified system of qualification or selection for principalship. Appointment authority lies in the hand of prefectural boards of education and the appointment process is different from one prefecture to another. Many prefectural boards of education set, however, certain basic qualifications such as years of teaching experience, years of experience in deputy principalship and age. Also many of the prefectural boards of education conduct selection examinations for applicants in the form of written tests and interviews. The following are criteria regarding the basic qualifications for the post of principal set by the prefectural boards of education (as of 1980):

Table 7: Basic Qualifications for the Post of Principal

Qualification Items	Number of Prefectural Boards of Education
Upper limit of age	11
Lower limit of age	20
Experiences of deputy principalship	35
Certain years of teaching experience	24
Holding of the first class certificate	18
Specific experiences such as teaching in remote area and special class	7
Success both in written test and interview	33

3.5 In-service Teacher Education Programme

The Ministry of Education, prefectural and municipal boards of education, individual schools and voluntary study groups of teachers all organize various types of in-service training programmes and participation in these programmes is voluntary in principle. The Ministry of Education annually implements the in-service training programmes for principals, deputy principals and key teachers in subject instruction. The municipal and prefectural boards of education organize in-service training courses mainly to meet the needs of specific groups of teachers such as newly recruited teachers, teachers of ten-year experience, newly appointed principals, etc. The municipal and prefectural education centres or research and in-service training institutes, which are established by the respective boards of education throughout the country, are concerned with in-service courses dealing with teaching of subjects, or the understanding of children and students, or specifically controversial issues of education and society. School-based in-service programmes are wide in scope. Some involve all staff and others are sectional. Voluntary teachers' study groups are also widespread throughout the country and contribute significantly towards the professional development of teachers by organizing joint study projects, seminars and conferences, in-service courses, etc.

For the fiscal year 1980, there were 1,247 in-service training courses organized by municipal and prefectural education centres/research institutes according to the survey made by NIER. A wide range of areas of study was covered by the course contents but the main areas were subject instruction such as science, social studies, language, mathematics and areas of emerging needs such as special education, educational counselling and educational technology. The length of courses also varied from one-day to three months, but the majority consisted of a rather short period of two to three days.

4. Research

4.1 Significant Research

There is a strong concern about school-based educational research and almost all schools conduct such research in one form or another. There are also many educational research institutions in Japan and it is rather difficult to explain the total scope and state of educational research in the country. For example, there are more than 500 municipal, prefectural, or private education centres/research institutes, more than 200 of which form a National Federation of Educational Research Institutes (NFERI). There are 71 elementary schools attached to education departments of national universities which play a vital role as R & D agencies in the region for curriculum development. The Ministry of Education has a strong interest in educational research and conducts, directly or indirectly, various research projects. There are more than 800 schools (both elementary and secondary) designated either by the Ministry of Education or prefectural/municipal boards of education as experimental schools for the development of curriculum/school programmes. In addition, there are three national institutions for educational research. Not referring to the research done by university professors, academic circles of education and study groups of teachers, it is quite obvious that it is almost impossible to examine all the research outcomes for the purpose of this study.

NIER has conducted a survey on the research outcomes produced by the member organizations of NFERI in 1983. The member organizations of NFERI, the number being 215 at that time, were requested to submit information on all the research outcomes published during the fiscal year 1982. 62 percent of the member organizations responded to the request and 1,125 research reports were identified, of which 697 reports were pertaining to the elementary curriculum including teaching methods, materials and contents.

5. Problems and Issues

5.1 Problems of Failure

There is no 'staying back in the class' at elementary and lower secondary schools in Japan. The Enforcement Regulations of the School Education Law provides that recognition of the finishing of the course of every grade and the completion of the whole course of elementary school shall be made after evaluating the children's day-to-day activities, and a certificate of completion shall be given by the principal. In practice, automatic promotion from one grade to the next is translated into action except in very few, almost negligible, cases of serious absenteeism.

5.2 Percentage of the School-age Population attending School

Almost of hundred percent elementary school enrolment is achieved in Japan. In the school year 1983, 99.98 percent of enrolment was ensured for elementary education and there were 1,353 children who were exempted from compulsory schooling or allowed to postpone their schooling due to illness and other causes. In the school year 1982, it was reported that there were 22,484 children with long absences (those who did not come to school for more than fifty schooling days). Nearly 70 percent of these absences were due to illness and 16 percent were due to school phobia.

5.3 Other Major Problems and Issues

Several problems and issues in Japanese elementary education can be identified and they are, among others, as follows:

(1) There is a need to give more emphasis on the development of basic skills of reading, writing and computation; on the formulation of desirable habits in life; on affective and moral development; and on the development of physical strength.

(2) There is an argument to re-organize the subject areas for lower grades by the principle of curriculum integration centering around subjects of Japanese Lan-

guage and Arithmetic.

(3) There is advocacy of the development of innovative teaching strategies including introduction of small group instruction and individualized instruction in place of simultaneous large group instruction in one class.

(4) There is an urgent need to develop various means of evaluation, particularly evaluation methods to stimulate children's learning motives.

QUESTIONNAIRE B: INTEGRATED CURRICULUM

1. Context

1.1 Definition

"Integration" in curriculum is interpreted in many ways. On the one hand, integration means elimination of the "subjects" such as mathematics and language by mixture or fusion. In this sense, the contents of the subjects are replaced by the topics or themes of life. On the other hand, it means that the contents of the subjects are correlated in one way or another when they are taught. There are several ways of integration between these two extremes. Currently, in the latest revision of the Course of Study compiled by the Ministry of Education, the latter definition is adopted. It is the "formal" definition at this moment.

Therefore, the current and formal definition of integrated curriculum is stated as the "correlated approach of teaching" rather than "integrated curriculum". It is a teaching concern, not a curriculum concern. When a unit of a subject is taught, the related contents of the other subjects are identified, and integrated into the unit contents. This means that there is a "core" unit content and that some other unit contents are integrated (related) into the "core".

1.2 Rationale

In 1978, NIER conducted a small survey of 75 local education centres by questionnaire asking the reasons why respondents thought the correlated approach of teaching was proper. Findings are as follows:

(1) The approach makes the lessons more enjoyable to the lower graders (18 centres);

(2) The approach develops the fundamental ability for life, creativity and natural mind (11 centres);

(3) The approach gives learners more chance to express themselves (5 centres);

(4) The approach is effective to raise the comprehensive learning ability (4 centres).

1.3 Present Status

Integrated curriculum has a quite limited meaning at this moment of school history. Namely, it means the so-called correlated approach in teaching applied only for first and second grade teaching. When the nationally described Course of Study was revised in 1977, it recommended that schools adopt the approach. However, it requested schools to maintain the 'original' objectives and aims of all subjects when they are correlated in teaching. It means the approach should not interfere with the instructional objectives of any subjects in the process of correlation or as a result of the new approach. In other words, the approach is a mean to achieve the aims.

However, the difficulties of adoption of the approach have been recognized and the tight interpretation of the approach will be lifted.

The most well-known nation-wide survey was conducted in 1982 by the National Association of Elementary School Principals. According to the results of the survey, only four percent of about 20,000 elementary schools in the country adopted the approach. Though more schools have implemented it recently, the number of such schools is still quite limited. For example,. only 21 schools out of 751 schools in Chiba prefecture practiced it in 1984.

All fifty schools to which the questionnaire was sent by NIER in 1984 replied that they implement the approach for both first and second grades. Forty-three out of 50 schools replied that they developed the yearly lesson plans and some types of materials for the first grade and 42 schools for the second grade. These schools teach the subjects by the correlated approach quite intensively.

2. Input

2.1 Course Content

There are four patterns of the subjects integrated:

(1) Centering on either social studies and/or science, some contents of two or three other subjects are correlated.

(2) Centering on either one of nine subjects, some contents

of two or three other subjects are correlated.

(3) In addition to either the first or the second pattern, either moral education or special activities is correlated.

In the survey made of the fifty schools, 142 themes or topics are found. These are based on four different sources; (1) seasonal activities such as spring observation, swimming, star observation, Christmas; (2) cultural activities such as local festivals; (3) school activities such as the entrance day, the graduation day; (4) subject-related activities such as "Play with stones", "Discover school", "Let's make robots", "Inquire in the wood."

2.2 Instructional Materials

There are no textbooks or teachers' guides. Therefore, the teachers of each school have to develop their own curriculum by themselves. However, some common books of integrated curriculum the teachers used are identified. Nor are instructional aids available. The teachers have to select the suitable materials and aids from the materials and aids available at school or have to make them by themselves.

2.3 Teacher Preparation

According to the survey, 38 schools say the load becomes heavier, while 12 schools say the load is the same as before. The most common pattern of teacher in-service training is that some of the teachers in charge of the first and second grades participated in the training programmes offered by the local or prefectural centres of education and/or visited and observed the schools practicing the correlated approach of teaching.

2.4 Basic Requirements

Though some of the schools are the so-called open-space schools, most of them are traditional classroom schools. However, recently they have some "empty" classrooms due to the decrease in the number of children. Schools said that they needed extra-spaces to practice the approach. They use the corridor, the "empty" classrooms, special subject classrooms and the gymnasium.

3. Process

3.1 Teaching/Learning Strategies

According to the survey on social studies conducted by the

Chuo Education Research Institute in 1979, 22 percent of the teachers of 386 schools say that they practiced some types of the correlated approach in their teaching.

Almost all instruction is done in the whole group setting. Sometimes, small group activities are adopted.

3.2 Mode of Implementation

Basically, implementation of integrated courses is confined to the classroom only. If the integrated course is taught outside the classroom, it is compulsory for pupils to attend the course.

Tables of small and medium size are needed in the special rooms. Some educational equipment such as VTR, slide projectors, and OHP are also needed.

4. Product

4.1 Programme Evaluation

Analysis and Evaluation of the Correlated Approaches of Teaching, conducted in 1984 by the Study Group of School Adjustment, Department of Human Science, Osaka University is the most comprehensive study of evaluation. According to the survey, 14 schools say they are fully satisfied with the result of the approach. 34 schools say they are satisfied while 2 schools are not satisfied.

Most schools in the survey mentioned above say that they implemented the approach incrementally. They tried one unit per term first, then they added another unit each term.

The major difficulty they found was that when they implemented the correlated approach of teaching of two or three subjects, they had to achieve the "original" objectives which the subjects aimed. In the activities, the pupils enjoyed learning. However, the teachers are afraid the activities under this approach become a sort of "play." They say that the pupils do not master the basic knowledge through the enjoyable activities.

5. Future Prospect

5.1 Prospect for the Future of the Programme

The likely course of action would be to continue the programme with modifications. A new committee started in September 1984 at the Ministry of Education in order to review the present integrated curriculum, namely, the correlated approach of teaching in the first and second grades. It is said that the committee will recommend the "more" integrated approach such as the unified study or the topic study. At the same time, the sub-committee of the Curriculum Council at the Ministry of Education, which focusses on the reconstruction of curriculum for the first and second grades, made public in January 1984 that the concept of the subject at these grades would be eliminated and that a new subject, for example. "Life" or "Environment" would be introduced.

QUESTIONNAIRE C: MORAL/RELIGIOUS/VALUES EDUCATION

1. Context

1.1 Terms Used

The term 'moral education' is used in the curriculum and it may be defined as any educational programme to attain the objectives stated in the Course of Study which are illustrated in the following paragraph. The provision of 'religious education' in place of moral education in the curriculum of private elementary schools is permitted.

1.2 General Objectives of the Programme

The Course of Study for elementary schools issued by the Ministry of Education states the objectives of moral education as follows:

> "The objectives of moral education are based on the basic spirit of education stated in the Fundamental Law of Education and the School Education Law. Moral education, in other words, is aimed at realizing a spirit of respect for human dignity in the actual life of family, school, and community, endeavouring to create a culture that is rich in individuality and to develop a democratic society and state, training Japanese to be capable of contributing to a peaceful international society, and cultivating their morality as the foundation thereof.
>
> In the class of moral education, based on the above objectives, instruction should be given so as to develop children's ability to practice morality by maintaining close relations with moral education conducted in the class of each subject and in special activities, and supplementing, intensifying and integrating this moral education through systematic and developmental instruction, by enhancing children's ability to make moral judgement, by enriching their moral sentiments, and by seeking improvements in their moral attitudes and the willingness for practice."

1.3 Integration

A specific period for moral education is included in the time allotment scheme of the Course of Study published by the Ministry of Education, but it is not regarded as a part of subject areas. Ideally it is emphasized that the development of children's morality should be achieved through all programmes of school education (subject learning, special activities) and the significance of provision of a specific period for moral education exists in supplementing, intensifying and integrating outcomes of such morality development programmes.

Under the old system of school education until 1945, moral education was an independent and most important subject area called Shushin. After the War, however, Shushin was abolished on a reflection that Shushin used to be an indoctrination of the stereo-typed moral values. After the termination of Shushin there were several attempts to revive it as an independent subjects. It has been included since 1958 but not as a subject.

Though the frame of teaching time for moral education is clearly set aside, it is often said that moral education at school is not fully undertaken. It can be said that "the survey on the implementation of moral education at public elementary and lower secondary school" conducted by the Ministry of Education in 1983 proves this assumption. There is an advocacy to re-establish moral education as an independent subject area with a view to reinforcing the programme at school. Private educational institutions are allowed to give 'religious education' to replace the period of moral education (Article 24, Enforcement Regulations, School Education Law).

1.4 Levels

Moral education is provided for from grade one.

1.5 Compulsory or Optional

It is compulsory, but this does not necessarily mean that moral education is fully undertaken in every school.

1.6 Time Allocation

In principle, the time allotted for moral education is one period per week.

2. Instructional Process

2.1 Separate Syllabus/Statement of Content

In the Course of Study for Elementary Schools, 28 items of teaching contents for moral education are stated as follows:

(1) To hold life in high regard, to promote good health, and to maintain safety;

(2) To observe good manners, and to live in an orderly manner;

(3) To keep oneself neat and tidy, and to make good use of goods and money;

(4) To act according to their own beliefs, and not to be moved unreasonably by other's opinions;

(5) To respect another's freedom as well as one's own, and to be responsible for one's own acts;

(6) To act always cheerfully and sincerely;

(7) To love justice and hate injustice, and to act righteously with courage;

(8) To endure hardships and persist to the end for the accomplishment of one's right aims;

(9) To reflect upon oneself by listening attentively to the advice of others, and to act with prudence and live an orderly life;

(10) To love nature, and to have affection towards animals and plants with a tender heart;

(11) To esteem beautiful and noble things, and to have a pure mind;

(12) To know one's own characteristics, and to develop one's strong points;

(13) To be always filled with aspiration, to aim toward higher goals, and to strive for their realization;

(14) To think about things in a rational way, and always to have an attitude of inquiry;

(15) To apply one's original ideas, and to cultivate actively new fields;

(16) To be kind to everybody, and to care for the weak and the unfortunate;

(17) To respect those who devote themselves to others, and to appreciate their work;

(18) To trust in and to be helpful to one another;

(19) To be fair and impartial to everyone without prejudice;

(20) To understand others' feelings and positions, and to forgive other's faults generously;

(21) To understand the rules and the significance of making rules by oneself, and to follow them willingly;

(22) To assert one's rights properly, and to perform one's duties faithfully;

(23) To appreciate the value of work, and to co-operate actively in the service of others;

(24) To take care of public property, and to protect public morality with a full awareness of being a member of society;

(25) To love and respect all members of one's family, and to strive to have a good home;

(26) To love and respect people at school, and to strive to establish good school traditions;

(27) To love the nation with pride as a Japanese, and to contribute to the development of the nation;

(28) To have proper understanding of and the love towards the people of the entire world, and to become an individual who can contribute to the welfare of mankind.

2.2 Instructional Materials

In the class of moral education, no textbook is used by pupils, but supplementary reading materials, educational TV and radio programmes, slides and recorded tapes are used. In view of reflecting the real-life situation of children, some teachers prefer to use pupils' compositions as instructional materials to tackle the problems actually faced by children.

The project called "Development of Materials for Local Studies in Moral Education" was originally planned by the Ministry of Education in 1984 and eight prefectural boards of education were asked to undertake the project. The objectives of the project were to develop moral education materials suitable to each local town by including its folk tales and featuring historical figures who contributed to the progress of their native home-town so as to learn from their lives and from their thought.

In order to assist teachers in the process of moral education, the Ministry of Education compiled and published "A Guide for Teaching Moral Education for Elementary Schools" in 1978, and "Problems in Teaching of Moral Education at Elementary School" in 1979. In order to improve the teacher's capability in teaching moral education, the Ministry of Education also published "A Guide for School-based In-service Training for the Promotion of Moral Education at Elementary Schools" in 1984. Apart from the above, there are teachers' guide books attached to the pupils' supplementary reading materials prepared by textbook publishing companies.

2.3 Development of Materials

Most of the supplementary reading materials for pupils are being developed by textbook publishing companies. Some reading materials, however, are developed by the national and local government bodies, for example, "Materials for Local Studies in Moral Education" mentioned above was originally planned by the Ministry of Education and published by prefectural boards of education.

2.4 Free Materials

There are some schools which distribute supplementary reading materials free of charge to the pupils. In general, however, pupils are asked either to purchase materials for their own use or to borrow them from school. This question of material distribution in terms of financial sources was investigated by the 1983 survey on the implementation of moral education mentioned above. The following are the findings supplied by elementary schools on the question regarding the use of supplementary reading materials and the ownership of the materials that pupils use;

(1)	To make pupils use their own materials:	39.6%
(2)	To make pupils use materials owned by school:	41.1%
(3)	To make pupils use either their own materials or materials owned by school:	4.9%
(4)	Not to make pupils use materials:	14.4%

[In relation to the use of pupils' own materials with reference to items (1) and (3), the financial source for purchasing materials is also asked, and the results are shown below]:

(a) Purchased by pupils themselves: 72.2%

(b) Purchase by public fund (school budget) and then distributed to pupils free of charge: 26.3%

2.5 Teachers

Classroom teachers are responsible for instruction in moral education for children in their own classes. There is no teacher specialization in moral education.

2.6 Training Programme for Teachers

In order to be qualified as a school teacher, it is necessary to earn two credits for the study of moral education during the period of pre-service training at the teacher-training institutions.

The most fundamental factor for moral education is that of teachers, and their continuous voluntary in-service study is encouraged. In-service courses are organized by the Ministry of Education, boards of education at prefectural and municipal levels and other teacher-training institutions. In addition, other in-service courses are annually organized by the National Association for the Study of Moral Education for Elementary Schools, the National Association for the Study of Moral Education for Lower Secondary Schools, etc.

2.7 Methods and Techniques Adopted

Instruction in moral education is mainly given through discussions between the teacher and pupils and among pupils, and using supplementary reading materials as well as audio-visual aids.

2.8 Co-curricular Activities

Moral education in the school has so far been limited only to classroom activity. However, in the revised Course of Study (1977) an objective is to give more work-oriented and productive experiences in and out of school in order to develop an understanding of the significance and value of work and the spirit of public service. In addition, in line with the proposals contained in the report 'On Youth and Their Social Participation' (1979) formulated by the Juvenile Problem Council, the importance of social activities through the participation in the activities of children's clubs and youth organizations, etc. has been recognized.

There is a felt need to give more emphasis to the spontaneous and collective activities of children instead of providing only verbal instruction without any practical exercises. It is also necessary to further examine instructional strategies being used in the school in order to link with the developmental stages of children and to ensure the flexible and appropriate use of various strategies.

3. Evaluation and Feedback

3.1 Pupil Evaluation

In the Course of Study, there is only one item concerning evaluation in moral education. It reads 'Though it is important for the teacher to grasp morality of the pupil at all times, it is not appropriate in the case of moral education to apply the same sort of evaluation procedures which are adopted in other subjects'.

According to this regulation, generally a space for assessment of children's achievement during the class for moral education is not provided for in the pupil's record book and reporting card. Instead, the teacher's assessment, based on the day-to-day observation of pupils' behaviours and attitudes, is stated in the form of either symbols such as A, B and C or descriptions under the column on 'Record of Behaviour and Character' in the pupil's record book and reporting card.

3.2 Communication of Results

The results of teachers' evaluation of the development of morality in individual pupils are communicated to their parents through the pupils' record books at the end of each term, three times a year. These results can be also utilized by teachers themselves for the guidance of individual pupils.

3.3 Rewards/Motivation Systems

In many elementary schools in Japan, a reward scheme called the 'Prize for Perfect Attendance' was implemented as a means of motivating children's schooling. Today this type of scheme has largely disappeared from the school, but some of the schools surveyed for this study revealed that they still have this reward scheme. There are schools which utilize a reward scheme such as giving the 'Prize for Good Conduct', the 'Prize for Diligence', introducing prize winners in various contests organized outside the school, or recognizing children's good conduct in front of all school children.

3.4-3.6 Programme Evaluation

The Course of Study for elementary schools has been revised almost every ten years, and in general, some kinds of evaluation or survey have been conducted for each revision. As far as the area of moral education is concerned, however, no major study directly focussing on the evaluation of the moral education programme has ever been conducted. In this regard, evaluation has been limited so far to the extent of some hearings conducted among members of the Committee for the Compilation of the Course of Study and the Moral Education Material Development Committee both of which are organized by the Ministry of Education. The 1983 survey on the implementation of moral education mentioned above was certainly one of the major studies conducted by the Ministry of Education, yet it was not aimed at evaluation of the moral education programme, but rather it was directed to fact-finding in connection with the programmes implemented.

4. Problems and Issues

4.1 Outline of the Problems and Issues

The contents of 28 items illustrated under the question 2.1 above are to be treated appropriately in accordance with the children's stage of development, but as a rule every item should be taken up in every grade. In the survey made for this study, a significant number of teachers answered that the contents of item nos. 11, 22, 27 and 28 are relatively difficult. It is likely that the teachers in charge of lower grades particularly find this so. Answers from almost none of teachers in charge of higher grades referred to the difficulties in teaching items 9, 12, 14 and 26, but some of teachers of lower grades considered these items difficult. These results suggest that the current contents of moral education need to be improved. The directions for improvement will be able to be assumed from the views of teachers on these 28 items. The following shows the distribution of their answers:

Answer items	Ratio of answers
Acceptable as they are	8.8%
Need to increase number of items	1.3%
Need to decrease number of items by integrating similar items	31.7%
Need to clarify the structures of contents	20.4%
Need to specify the emphasis by grades	35.0%
Others	1.7%
No answers	1.3%

4.2 Future Prospects

As was stated under the question item 1.3, moral education in Japan is to be conducted throughout the whole educational programme of the school and the period for moral education is to supplement, intensify and integrate such comprehensive efforts of moral education at school. The survey conducted for this study examined the current state of moral education in schools and produced the following results:

Answer items	Ratio of answers
Maintain as it is	41.3%
Need for some improvements	37.9%
Need for large improvements	4.2%
Need to radically examine current moral education	12.5%
Others	2.1%
No answer	2.1%

The responses reveal that half of the respondents suggest a need for improvements, but if we assume that the answers related to the 'need for some improvements' basically agree with the current structure of moral education, it can be said that the majority of respondents approve of current moral education. Suggestions for the directions of improvement are given under the item 4.1 above.

QUESTIONNAIRE D: WORK-ORIENTED EDUCATION

1. Context

1.1 Meaning

Work-oriented education (WOE) aims at educating pupils to appreciate the joy of making things and of working, and also to appreciate the value and significance of work and the spirit of service to others through productive activities by the use of hands and feet and activities by experience.

1.2 Terms used

Kinro Taiken Gakushu/Kyoiku, Japanese terms used for this area can be straightforwardly translated as 'Work Experience Learning/Education'.

1.3 Reasons for Programmes

The main reasons for including WOE programmes in the curriculum are as follows:

(1) Learning activities of pupils in school are inclined to

be centered on the mere acquisition of knowledge.

(2) Against the general trend of pupils to continue further schooling, pupils have few opportunities of actually thinking about their own future courses and occupation.

(3) Due to changes taking place in living circumstances, pupils have few opportunities of work experiences even in the community and at home.

1.4 Objectives

Main objectives of the programmes are:

(1) To appreciate the joy of making things by oneself and of working;

(2) To appreciate the value and significance of work; and

(3) To appreciate the spirit of service to others.

1.5 Curriculum Areas

Work-oriented education is not an independent subject but it is expected to be developed in teaching/learning activities in each subject, moral education and special activities in the elementary school curriculum.

1.6 Levels

Work-oriented Education starts at grade 1 of the elementary school.

1.7 Compulsory or Optional

Work-oriented Education is compulsory.

1.8 Time Allocation

The number of periods allotted for WOE programmes is not set; each school is allowed to set its own time allocation within the limit of the total number of school hours for each grade indicated in the Course of Study for elementary schools.

1.9 Main Emphases of the Programme

Emphases of the programme are (1) appreciation of the value of work; (2) active cooperation in the service of others (in moral education); (3) appreciation of the value and significance of work; and (4) the spirit of service to others (in special activities). Priority has not been set among them.

2. Instructional Process

2.1 Content

A statement of content is available for WOE only in moral education and special activities in the Course of Study for elementary schools.

The twenty third of the content items of moral education in the Course of Study, namely, to appreciate the value of work, and to cooperate actively in the service of others, elaborates that in grades 1 and 2, pupils should learn to strive to work; in grades 3 and 4, to work together in the service of others; and, in grades 5 and 6, to understand the significance and value of work and to work willingly in the service of others. In addition, some schools reported that they dealt with WOE content in the teaching/learning activities developed under the content items of moral education 8, 10, 17 and others. (Item 8;: To endure hardships and persist to the end for the accomplishment of one's right aims; Item 10: To love nature, and to have affection towards animals and plants with a tender heart: and Item 17: To respect those who devote themselves to others, and to appreciate their work.) One of the six school events listed in the content items of special activities which is related to work and production reads as follows: "to organize activities so that pupils may appreciate the value and significance of work and the spirit of service. Each school should formulate a proper curriculum for WOE in compliance with the statement of content of WOE in moral education and special activities."

The following summary of WOE content in special activities is produced from replies to the questionnaire survey made in connection with the preparation of this report.

Table 8: WOE Programmes in Special Activities by Type

Type	No. of schools engaged in WOE	Programmes	No. of schools engaged	Annual school periods spent (min. - max.)
Production activities	26	Cultivation of vegetables	18	3 - 28
		Cultivation of crops	9	3 - 25
		Raising of cattle	3	5 - 35
		Not specified	3	N.A.

Table 8: WOE Programmes in Special Activities by Type (continued)

Type	No. of schools engaged in WOE	Programmes	No. of schools engaged	Annual school periods spent (min. - max.)
Creative manual activities	10	Ceramic art	1	4
		Handicraft	2	2 and 4
		Woodwork	2	5 and 20
		Not specified	5	N.A.
In-school environment beautification activities	36	Campus or classroom cleaning (daily)	9	20 minutes (as average)
		General cleaning (intermittently)	16	4 - 21
		Planting of trees	5	1 - 35
		Preparation of flower beds	18	1 - 40
		Cultivation of flowers in pots	7	1 - 35
		Not specified	3	N.A.
Voluntary service work in the community	15	Cleaning of public facilities	5	1 - 6
		Collection	5	10 mins. - 6
		Participation in public events	7	30 mins. - 5
		Not specified	4	N.A.
Activities of developing awareness of the world of work and out-door activities	14	Visit to work place	8	1 - 6
		Camping	2	10 and 15
		Not specified	5	N.A

Notes: 1) The questionnaire was sent to 40 schools; each school was allowed to make multiple replies.

2) One school period is 45 minutes.

2.2 Instructional Materials

In moral education which deals with WOE, readers and other supplementary reading materials for pupils and teachers' guides are available. Also audio-visual aids such as slides, and TV programmes are used. Also, materials such as seeds, seedlings, fertilizer, clay, etc. are used in accordance with specific WOE programmes.

2.3 Development of Materials

There is no printed or audio-vidual materials produced for WOE and this question item is not applicable.

2.4 Free Materials

Materials for WOE such as seeds and seedlings are given to pupils free of charge.

2.5 Provision of Materials

Seeds, seedlings, etc. are purchased by boards of education or provided free of charge by traders or offered by parents.

2.6 Local Materials

The questionnaire survey in connection with the study indicated that pupils visited factories (such as a canning factory, an automobile company, as examples of the work place) and that farmers and agricultural co-operatives helped the school conduct WOE by means of giving seeds and seedlings to pupils free of charge or lending pupils farming tools.

2.7 Special Facilities

No special room for WOE is available; WOE is conducted, in accordance with the nature of the programme, either indoors (classroom, special subject room, lobby, hall, gymnasium) or outdoors (school yard, school paddy, school farm).

The municipal boards of education are responsible for providing facilities and equipment for public elementary schools for instructional activities including WOE. The national government pays a part of subsidies to these facilities and equipment.

A variety of equipment is required, in accordance with the nature of the programme, such as hoes, sickles, shovels, buckets, handcarts, floor cloths, mops, etc. in WOE.

Schools provide for this equipment. If the school is unable to provide the necessary number of such tools as hoes and sickles, the principal of the school asks parents to lend the tools they have at home to the school. Also the school sometimes borrows tools and equipment from farmers, agricultural co-operatives and factories nearby as the occasion demands.

2.8 Teachers and Training Programmes

No special teacher is assigned for WOE. In general, a homeroom teacher is responsible. Experts are invited from outside the school in dealing with the programmes such as cultivation of vegetables and of flowers (e.g. chrysanthemum) which requires a specialized technique. Their expertise is provided free of charge or an honorarium is paid to them.

No special programme is available for pre-service training. Also no systematized programme for in-service training of WOE is available. However, the Ministry of Education organized, in collaboration with the prefectural boards of education, lecture courses/study meetings at the national level for teachers in charge of WOE. At these courses/meetings, curriculum specialists of WOE at the Ministry assumed leadership. Also these curriculum specialists visited on demand the pilot schools of WOE to give advice. (Two schools in each of 47 prefectures, totalling 94 schools, were designated as pilot schools for 1982 and 1983 by the Ministry.)

2.9 Support Provisions

No systematic supporting facilities/organizations are available; each school endeavours to find its way to obtain support from parents, agricultural co-operatives and factories in the neighbourhood as the occasion demands.

2.10 Methods

Study by experience is commonly used for all the programmes of WOE. Depending upon the nature of programme, theoretical study precedes practical study and vice versa.

2.11 Co-curricular Activities

Activities of pupils in classroom assembly, pupils' council, clubs and school events and classroom guidance reinforce or touch on, directly or indirectly, learning in WOE.

3. Evaluation and Feedback

3.1 Pupil Evaluation

There are two phases of evaluation, namely, evaluation made by pupils themselves and evaluation by the teacher. Tools used for evaluation by pupils themselves are the check list and the writing of essays or comments. Also a group wise evaluation is made by group members of pupils. The main tools of evaluation by the teacher are observation and the check list. In general, paper tests are not used.

3.2 Communication of Results

The results of evaluation are reported in class for wider discussion among pupils.

3.3 Programme Evaluation

At the end of each term and of each school year, review and evaluation meetings of the WOE programme are organized in each school. Organization of these meetings is different school by school. In general, however, review and evaluation of the WOE programme is conducted against the objectives of the WOE programme set at the beginning of the school year in the grade-wise meetings of teachers, the planning committee of the school programme including the principal and the vice-principal, and the staff meeting.

3.4 Results of Evaluation

Table 9 shows the results reported of the evaluation in respect of the type of programmes.

Table 9: Results of the Evaluation of the WOE Programme

Type	Outstanding results reported
Production activities	Pupils could: - gain their knowledge on cultivation of vegetables and crops, and understand methods of cultivation; - appreciate the joy of cultivation and harvest; and - realize importance of sturdiness in work and revise their attitudes toward co-operation with others.

Table 9: Results of the Evaluation of the WOE Programme (continued)

Type	Outstanding results reported
Creative manual activities	Pupils could: - appreciate the joy of creative activities; - understand traditional folk arts living in the community and deepen all the more the sentiments of affection toward the community; and - revise their attitudes toward co-operation with others.
In-school environment beautification activities	Pupils could: - revise their attitudes in work of responsibility, positivism and co-operation; - treat plants and animals more kindly; and - foster a love of their school.
Voluntary service work in the community	Pupils could: - develop a love of the community; - foster a mind of service to others; and - be more sensitive to well-keeping of public facilities and the natural surroundings.
Activities of developing awareness of the world of work and outdoor activities	Pupils could: - broaden their knowledge on productive activities being conducted in factories in the country; - promote a better understanding of and interest in work; and - deepen their interest in WOE through visit to factories and observation.

4. Problems and Issues

4.1 Outline of the Problems and Issues

It is reported that teachers face difficulty in formulating a long-range instructional programme of WOE due to non-availability of official standards of the school periods and syllabus for WOE.

Shortage of school periods set for WOE, limited availability of land, shortage of funds and teachers' lack of experience in WOE are reported.

Lack of evaluation standards in accordance with programmes or specific grades in which pupils are enrolled is pointed out. Also some programmes are apt to be dealt with in the inactive routine manner.

Through WOE pupils gain much knowledge, but that knowledge does not necessarily drive them to practice (separation of theory from practice).

4.2 Future Prospects

The Ministry of Education promotes actively WOE widely in all schools in the country by taking a measure, among others, of designating pilot schools for WOE with financial assistance and advice concerning content and methods of WOE.

The content, methods and evaluation of WOE are being discussed at the national as well as school levels.

On the assumption that WOE should be promoted in one way or another, measures of promotion are being discussed such as to further develop WOE in the framework of teaching/learning activities in each subject, moral education and special activities, and to establish in addition an independent subject of WOE.

QUESTIONNAIRE E: CURRICULUM LOAD

Although an attempt was made to answer all the items raised in Questionnaire E, some difficulty was experienced due to significant differences among the schools, teachers, subjects, etc. as well as lack of information.

1. Term

The term equivalent to 'curriculum load' in Japanese is not commonly used, but such terms and phrases as 'over-crowded curriculum', 'careful selection of content' and 'pupils with difficulties in following lessons' are often used to denote curriculum load. These are used to refer to the difficulty and excess amount of curriculum content and the resultant low attainment level of pupils.

2. Concerns of Teachers/Parents

After the revision of the Course of Study in 1968, such concerns as 'too much content has to be taught', 'content is too difficult', 'many pupils are unable to master all the content', and 'many pupils are unable to follow lessons' were strongly expressed by teachers, parents and the mass media.

In response to such criticism and debates and in order to rectify the situation, the Ministry of Education made an announcement in 1972 to allow, to some extent, the flexible treatment of curriculum. Further, in the latest revision of the Course of Study, the development of warm-heartedness in pupils, provision of a more relaxed and satisfactory school life, and the acquisition of important basic knowledge and the adapting of education to the personality and ability of each pupil were stressed. On the basis of these principles, the content of each subject was carefully chosen and limited to the essential matters, the standard school periods for subject instruction were reduced, and flexibility in school periods was allowed depending on the situation of the school and the local area.

3. Assessment of Curriculum Load

In the questionnaire survey conducted in Japan in connection with this study, the items concerning curriculum load were included with some modifications made to the proposed items. The following four items were adopted and responses were gained from the elementary school teachers:

(1) Difficulty of Content
(2) Amount of Content
(3) Time Allocation
(4) Language used in Textbooks

Tables 10 and 11 give the overall results of the responses. Both subject-wise and grade-wise responses were gained. Table 10 shows the overall responses to each item by grade and Table 11 presents the overall responses by subject matter. As shown in Table 10, in each item about 60 to 80% of teachers responded 'about right' and generally speaking, it can be said that the present curriculum is considered as appropriate or adequate. However, it should be noted that time allocation is 'very inadequate' or 'inadequate' for 30 to 40% of the respondents, and 'the amount of content' is 'too much' or 'much' for 20 to 35% of the respondents, and there is not much difference among grades.

It is quite obvious from Table 11 that responses to the items concerning difficulty, amount and time allocation for Japanese language, arithmetic and social studies indicate curriculum overload. In the case of social studies, this applies to all the four items. Especially, the amount of content is 'too much' or 'much' and time allocation is 'very inadequate' or 'inadequate' for nearly 50% of the respondents or above with respect to Japanese language, arithmetic and social studies. Further, nearly 50% responded 'very difficult' or 'difficult' to the item concerning the difficulty of content in the case of arithmetic.

Table 10: Curriculum Load by Grade

Items	Rating	GRADES					
		1	2	3	4	5	6
Difficulty of Content	Very difficult	0.3	1.1	0.8	0.3	1.0	1.5
	Difficult	11.9	16.9	19.7	24.2	18.8	20.0
	About right	83.1	75.8	74.7	70.2	76.8	73.0
	Easy	1.7	1.7	1.4	1.7	0.8	2.0
	No Response	3.1	4.4	3.3	3.6	2.8	3.3
Amount of Content	Too much	1.9	3.6	2.8	3.3	3.5	2.3
	Much	19.2	25.0	28.0	31.4	31.8	27.5
	About right	71.4	67.5	64.7	61.7	62.8	65.8
	Little	2.5	1.1	1.1	0.0	0.0	1.0
	No Response	5.0	2.8	3.3	3.6	2.0	3.5
Time Allocation	Very inadequate	2.8	12.5	3.6	3.9	4.3	2.5
	Inadequate	27.8	26.7	29.4	34.4	36.5	18.5
	About right	63.9	65.6	61.7	57.2	57.0	74.0
	More than required	1.4	0.8	2.2	0.3	0.5	0.5
	No Response	4.2	2.8	3.1	4.2	1.8	4.5
Language used in Textbooks	Very difficult	0.0	0.7	0.0	1.1	0.9	2.2
	Difficult	7.8	14.3	15.4	20.0	15.3	16.9
	About right	88.6	81.8	81.4	75.4	80.6	75.9
	Easy	0.7	2.1	2.5	0.4	0.6	0.6
	No Response	2.9	1.1	0.7	3.2	2.5	4.4

(In percentage)

Table 11: Curriculum Load by Subject

Items	Rating	JPN	ARS	SOS	SCI	MUS	ART	HOM	PHE	MOE	SPA
Difficulty of Content	Very difficult	1.3	3.8	2.5	0.0	0.4	0.0	0.0	0.0	0.0	0.0
	Difficult	33.3	44.1	28.8	13.8	15.0	5.8	5.0	5.8	14.6	10.8
	About right	63.8	51.3	65.8	80.0	79.2	92.9	91.3	86.3	81.7	74.2
	Easy	0.0	0.0	1.7	4.2	2.1	0.4	1.3	3.3	1.7	0.4
	No Response	1.7	0.8	1.3	2.1	3.3	0.8	2.5	4.6	2.1	14.6
Amount of Content	Too much	5.8	11.7	6.3	0.8	0.0	0.8	0.0	0.4	0.0	1.3
	Much	57.1	46.3	42.9	18.8	15.4	17.9	13.8	10.4	24.6	14.2
	About right	35.4	40.8	47.1	75.0	77.9	78.8	83.8	85.8	73.3	70.0
	Little	0.4	0.4	1.7	1.7	3.3	0.8	0.0	0.0	0.0	0.4
	No Response	1.3	0.8	2.1	3.8	3.3	1.7	2.5	3.3	2.1	14.2

(In percentage)

Table 11: Curriculum Load by Subject (continued)

Items	Rating	JPN	ARS	SOS	SCI	MUS	ART	HOM	PHE	MOE	SPA
Time Allocation	Very inadequate	7.1	12.1	5.0	1.3	1.7	2.5	0.0	1.3	0.4	1.7
	Inadequate	51.7	51.3	42.5	25.0	15.8	27.9	17.5	16.7	12.1	20.4
	About right	40.0	36.3	49.6	68.8	76.7	67.5	78.8	79.2	82.9	63.8
	More than required	0.8	0.0	1.3	2.9	2.5	0.0	1.3	0.0	0.4	0.0
	No Response	0.4	0.4	1.7	2.1	3.3	2.1	2.5	2.9	4.2	14.2
Language used in Textbooks	Very difficult	0.8	0.4	3.8	0.8	0.0	0.0	0.0	-	0.4	-
	Difficult	28.8	13.8	33.8	8.8	10.8	1.7	7.5	-	10.0	-
	About right	68.8	83.3	60.0	87.5	85.0	96.7	87.5	-	80.0	-
	Easy	0.4	1.3	0.4	2.1	0.8	0.4	1.3	-	2.5	-
	No Response	1.3	1.3	2.1	0.8	3.3	1.3	3.8	-	7.1	-

(In Percentage)

JPN: Japanese Language
ARS: Arithmetic
SOS: Social Studies
SCI: Science
MUS: Music

ART: Arts and Handicrafts
HOM: Homemaking
PHE: Physical Education
MOE: Moral Education
SPA: Special Activities

4. Factors Contributing to the Problems of Curriculum Load

The item, 'Factors which hinder the teaching activities' was included in the questionnaire as an open-ended question. The following points were raised by many teachers/schools:

- Large class size makes it difficult to give individual guidance to pupils.

- Too many school affairs make it difficult to secure enough lesson periods.

- Too much routine business such as meeting, business trips and administrative work.

- Too large individual differences among pupils in the classroom resulted in inappropriate guidance/teaching.

- Lack of facilities (such as gymnasiums, science laboratories, science apparatus, and instruments and equipment for physical education and music).

5. Major Studies into Curriculum Load

The following study was conducted which may have some relevance to curriculum load.

Title of the study: Survey on the Teaching Programme at Public Elementary Schools.

Procedures/Methods: Survey on the achievement level of Japanese language, arithmetic, social studies and science. The subjects were 17,000 pupils each in grades 5 and 6, and the survey was conducted in 1982-83.

Findings: In comparison with the results of the previous study conducted in 1963-66, the achievement level was generally improved.

6. Modification of Curriculum

An open-ended question, 'What should be done for the improvement of curriculum?' was also included in the survey questionnaire and some of the responses commonly made are listed in the following:

- Content of Japanese language and arithmetic is too much, so it should be reduced or time allocation for them should be increased.
- Too much content has to be taught, so it should be limited to the essential matters.
- Integration of subjects should be made, especially at lower grades.
- Special activities should be emphasized so as to cultivate the attitude of self-independence.
- Moral education and human education should be emphasized.

MALAYSIA

QUESTIONNAIRE A: BACKGROUND INFORMATION

1. General Information

1.1 Location and Size

Malaysia consists of two distinct regions; the Malay Peninsula with its borders with Thailand in the north and Singapore in the south, and the States of Sabah and Sarawak which lie north of Indonesia's Kalimantan in the Borneo Island. The two regions are separated by more than 500 km. of the South China Sea.

Malaysia covers an area of 330,434 square kilometres with Peninsular Malaysia covering 131,587 square kilometres and the States of Sabah and Sarawak 198,847 square kilometres.

Malaysia is a Federation of 13 states and two Federal Territories, namely : Perlis, Kedah, Penang, Perak, Selangor, Negeri Sembilan, Malaka, Johor, Kelantan, Trengganu, Pahang, Sabah and Sarawak and the Federal Territories of Kuala Lumpur and Labuan.

1.2 Main Geographical Features

Lying just above the Equator, Malaysia is subject to the influences of the wind systems of the Indian Ocean and the South China Sea with the year divided into the North-east and South west Monsoon Seasons. The average daily temperature is between 25° and 30° celsius and the average annual rainfall is 2,030 mm.

1.3 Population

Malaysia has a population of 13,745,200 made up predominantly of Malays, Chinese and Indians. Other communities in this multi-racial country include the Sea and Land Dayaks and Melanaus of Sarawak and the Kadazan, Muruts and Bajaus of Sabah.

1.4 Outlay on Education

Percentage of the national budget allocated to the education sector is 20% in 1976, 16% in 1980, and 14% in 1984, and out of this total the primary education sector received 30% in 1976, 30% in 1980, and 33% in 1984.

1.5 Ethnic/Religious Composition

Ethnic groups and percentage of the total population are Malays and other indigenous people (54.7%), Chinese (34.2%), Indians (9.0%) and others (2.1%). Major religious groupings are Muslims, Buddhists, Hindus and Christians.

2. The Educational System

2.1 Structure of the Educational System

The structure of formal education follows a 6-3-2-2 system which represents the primary (6 years, Standards 1-6), lower secondary (3 years, Forms I - III), and upper secondary (2 years, Forms IV - V), and pre-university (2 years, Forms Lower VI - Upper VI) levels respectively. Children begin school at the age of 6+.

2.2 Objectives of Primary Education

After six years of Primary Education, the child is expected to:

- acquire the basic language skills, i.e., speaking, listening, reading and writing;
- master the basic skills in arithmetic;
- develop desirable attitudes, values and good behaviour; and
- acquire knowledge, understanding and develop interest and sensitivity towards man and his environment.

2.3 Educational Policy and Curriculum Development

Decision-making at the national level is vested in three standing committees responsible for laying general policy guidelines. The committees are:

(1) Education Planning Committee (EPC):

This is the supreme educational policy-making body chaired by the Minister of Education. It is responsible for the overall educational policy and planning for the country.

(2) Central Curriculum Committee (CCC):

This Committee is responsible for all curriculum changes in the school system. The chairman of the Committee is the Director-General of Education.

(3) National Implementation Committee (NIC):

The NIC formulates and plans suitable strategies for the implementation of curriculum changes in schools. All Heads of Divisions at the Federal level and Directors of the 14 state education departments,with the exception of the Federal territory of Labuan, are members of this Committee chaired by the Deputy Director-General of Education.

The Curriculum Development Centre (CDC) is charged with the responsibility of improving the quality of education through systematic curriculum development.

2.4 Years of Primary Education

Duration of primary education is 6 years. Education is not compulsory, but all children get nine years of free education - six years of primary and three years of lower secondary. Promotion from one grade to another is automatic.

2.5 Class Size and Class-Teacher Ratio

(1) Average class size: 35

(2) Range of class size: 20 - 55

(3) Average class-teacher ratio: 1 : 1.2 (In standards 1 to 3, the ratio has been improved to 1 : 1.5)

2.6 Organization of School Day, Week and Year

(1) Total periods per week: 45 - 48

(2) Duration of each period: 30 minutes.

(3) Total duration of a school week (5 days): 1,350 - 1,440 minutes.

(4) Number and duration of recess periods per day: 1 (20 minutes)

(5) Minimum number of school days: 192 days

(6) Number of compulsory subjects: All (Non Malay pupils in National Primary Schools may take an additional subject, namely, Chinese Language or Tamil language).

(7) Number of elective subjects: None

2.7 Time Allocation Per Week and Marks in the Final Examination

Year/Time/Total Marks	1		2		3		4		5		6	
Subjects	T	M	T	M	T	M	T	M	T	M	T	M
Malay Language ‡	420	100	420	100	420	100	300	100	300	100	300	100
Chinese Language ‡	420	100	420	100	420	100	300	100	300	100	300	100
Tamil Language ‡	420	100	420	100	420	100	300	100	300	100	300	100
English Language	240	100	240	100	240	100	210	100	210	100	210	100
Mathematics	210	100	210	100	210	100	210	100	210	100	210	100
Islamic religion ‡‡	180	100 G	180	100 G	180	100 G	180	100 G	180	100 G	180	100 G
Moral Education ‡‡	180	G	180	G	180	G	180	G	180	G	180	G
Man & His Environment	-	-	-	-	-	-	240	100 G	240	100 G	240	100 G
Art	60	G	60	G	60	G	60	G	60	G	60	G
Physical Education	60	G	60	G	60	G	60	G	60	G	60	G
Music	60	G	60	G	60	G	60	G	60	G	60	G
Co-Curriculum	60	G	60	G	60	G	60	G	60	G	60	G

Notes:
‡ Medium of Instruction
‡‡ Held simultaneously for Muslim/Non-Muslim pupils
G Grades A - E

3. Qualifications and Training of Teachers

3.1 Minimum Qualification for Entry to Pre-service Teacher Education Programme

Minimum qualification is Malaysian Certificate of Education obtained after 11 years of schooling.

3.2 Duration of Pre-service Teacher Training Programmes

It is 3 years.

3.3 Content of Pre-service Training Programmes.

- Philosophy of Education
- Pedagogy
- Methodology
- Educational Psychology
- Evaluation/Measurement
- Compulsory Subjects
- Optional Subjects
- Electives
- Co-curricular activities

3.4 Selection of Heads

Heads of primary schools are normally selected from qualified (college-trained), experienced teachers who have had more than 15 years of teaching experience in either primary or lower secondary schools. Many of the primary school principals are selected from Vice-Principals or Senior Assistants as they are normally called. An additional criterion is suitability to post, i.e., a Chinese medium primary school or a Christian missionary primary school would normally be headed by a person belonging to the Chinese language group or Christian mission respectively. All appointments as heads are considered as promotion posts and selection is normally done by the State Director of Education or Ministry of Education Senior Officers.

3.5 In-service Teacher Training Programme

Whenever a new programme is introduced, teachers are required to attend in-service courses which may either be for a duration of a week to three weeks, e.g. the New Primary School Curriculum. These courses are primarily geared to provide information on the new subjects, rationale, innovations and new approaches. In addition, following in-service courses are offered:

(1) Whenever there is a need to upgrade teacher competency, e.g., academic level of primary teachers in Sabah to "O" level competency.

(2) Refresher courses to meet with increasing demand for primary school teachers.

(3) Special courses to fulfil policy changes, e.g., switch in language medium from English to Malay Language from 1970 onwards.

(4) Improving professional competence of untrained, temporary teachers with varying academic qualifications, e.g. mostly in Chinese and Tamil Primary Schools and among religious teachers. This course is provided over a period of 3 years and temporary teachers return to teachers' colleges during school vacations.

4. Research

4.1 Significant Research

Name of the study: Level of Achievement of Children in Primary Schools in Malaysia.

The study was conducted in 1979-80 and data was collected on the level of achievement of primary school children in the basic skills: Reading, Writing and Arithmetic. The sample was drawn from all levels of the primary school, Standards 1 through 6, and analysis was done on such variables as size of school: large, medium and small, locality of school: urban and rural.

Some of the major findings are as follows:

(1) A large number of children cannot read or write to their grade level.

(2) The level of achievement in Bahasa Malaysia (the National Language) is not as high or as satisfactory as had been expected.

(3) The level of achievement of rural children in all three basic skills and Bahasa Malaysia is lower than their urban counterparts.

(4) Rural children, particularly those from small size schools, showed the lowest level of achievement.

Thus it was evident that the quality of teaching and learning at the primary level had to be revised to focus on:

(1) The teaching-learning process in the classroom, including techniques, follow-up activities, pupil involvement, pupil motivation, etc.

(2) Classroom organization, including pupil discipline, record keeping, development of leadership qualities.

This research further reinforced the findings of the Cabinet Report which, among other things, recommended the introduction of the New Primary School Curriculum (NPSC).

5. Problems and Issues

5.1 Problem of Failure and Dropout of Pupils

- Poverty, where children have to supplement household income.

- Inability to comprehend.

- Lack of remedial programmes and specially trained teachers for slow learners.

The dropout rate, however, is low with the introduction of free education, textbooks loan scheme and other aids.

Percentage of primary school age population attending school is 96%. Non-enrolment could be due to children being enrolled in private institutions or other reasons including extreme poverty.

Other major problems and issues are as follows:

- Double session schools.
- Very large classes.
- Under-enroled schools - multiple class teaching.
- Shortage of teachers - general and specialized.

QUESTIONNAIRE B: INTEGRATED CURRICULUM

1. Content

1.1 Definition

Integration is a process by which the relationship between experiences or knowledge that may be separated in one's own experience is established and amplified.

In the context of the New Malaysian Primary School Curriculum (NPSC) integration is adopted to serve both as the basis for organizing the curriculum as well as for instruction. This is effected through two models. In the first three years of the primary school, the content of a new subject called 'Man and His Environment' is infused into the teaching of language skills. This is to ensure that the teaching of such skills is carried out within a meaningful context so as to make it more effective and interesting.

In the second three years of the primary school, the contents of 'Man and His Environment' itself are fused together under five major ideas serving both as focussing centres as well as integrative threads.

These contents, comprising of knowledge, skills and attitudes, are drawn from various subjects including science, geography, history, health education and civics.

At the instructional level integration is effected through extending the integrative thread which may now take the form of an idea, a problem and a method or a device by which two or more learning experiences are related.

1.2 Rationale

It is in line with the natural way of how children learn as integration is something that happens in an individual. Integration is to avoid segmentation or compartmentalization of knowledge.

It is also in line with the underlying philosophy of the NPSC which is committed towards promoting basic education at the primary level. Through integration, curriculum load-shedding is made possible thereby providing for greater concentration on the basics - basic skills, basic knowledge and basic values and attitudes.

Through integration it is hoped to bring about a total development of the child, one who is:

- adequately proficient in communicating through language including mathematical language;
- able to master basic concepts and ideas about man and his environment;
- able to think rationally and solve problems;
- socially adept;
- able to cope with change; and
- loyal to his country.

1.3 Present Status

Curriculum integration has been introduced in Malaysia both on an experimental as well as on a regular basis.

The experimental project was known as the Pilot Integrated Curriculum for Malaysian Primary Schools. It was funded by UNICEF for the duration 1974 - 1981. The activities of the Project were confined to only the first three years of primary schooling and involved six pilot schools. The thematic approach was adopted as the integration model in which four subjects - Local Studies, Health Education, Science and Art and Craft were vertically and horizontally integrated through the use of specific themes.

The present NPSC with its integrative elements is essentially a regular programme. The experiences gained from the pilot integrated curriculum project have in some way contributed towards the institutionalization of the integrative elements in the new primary curriculum.

The schedule of implementation of the NPSC is as follows:

Standard	1	2	3	4	5	6
Trial	1982	1983	1984	1985	1986	1987
Implementation	1983	1984	1985	1986	1987	1988

Integrated activities included in syllabuses, textbooks and classroom teaching are as follows:

(1) syllabuses - integration of contents.

(2) textbooks - integration of contents and activities.

(3) classroom teaching - integration of contents, activities and methods.

2. Inputs

2.1 Course Content

Subjects that have been integrated in the NPSC are science, health education, geography, history and civics. They now appear as Man and His Environment - to be taught as an integrated subject from Standards 4 to 6.

At the organizational level integration is based on themes which are essentially major ideas. Example of an idea serving as an integrative thread is "Man needs food for living". While teaching this basic idea, other related ideas about food could also be taught, e.g. types of food and their functions, food and culture, and food of early peoples.

At the instructional level integration is also based on themes which may be in the form of main ideas or problems or issues. Example of problems serving as an integrative thread is pollution, malnutrition, squatters, etc. Each of the above could be viewed from various aspects (subject areas), e.g. problem of squatters in relation to shelter/housing as a basic need can be viewed from:

- social/political)
- economic) integration
- health)

Example of a method serving as an integrative thread is that inquiry as a (teaching-learning) method is both applicable to science and social science - hence the biological inquiry model and also the social/jurisprudential (focussing on issues and problems) inquiry model. Man and Environment promotes the inquiry method as the basis of its teaching-learning strategy.

2.2 Instructional Materials

(1) syllabus
(2) teachers' guide
(3) textbooks

The syllabus for Man and His Environment is a course of study for 3 years, namely, Standards 4, 5 and 6 in the primary schools.

The contents are developed based on the idea that man needs to live in harmony with his fellow man and with his environment and they revolve around four themes:

Theme A: Man, animals and plants perform basic life processes.

Theme B: Man, animals and plants are constantly adapting themselves with the environment.

Theme C: Man needs to utilize the environment with responsibility.

Theme D: Interaction between man and man, and between the various elements in nature bring about various phenomena.

Each theme consists of several main ideas and the scope for each is also given. The whole syllabus consists of 24 main ideas and the distribution of these ideas is as follows:

Theme	A	B	C	D	4 themes
Main ideas	9	4	6	5	24 ideas

The purpose of the teachers' guide is to help teachers implement the programme more effectively. The guides contain:

(1) Scope and sequence of contents to be taught for the year.

(2) Suggested teaching and learning strategies.

(3) Suggested learning experiences.

(4) Exemplar lesson plans.

Essential features of the textbooks are that they have two main elements, namely, text and activities, and also have built-in integration and are designed to promote study skills.

2.3 Teacher Preparation

Teachers generally need to have a wider knowledge base and be more skillful especially in integrating ideas from the various subject areas.

In-service training of teachers is done through the key-personnel or master-teachers model. Master-teachers are trained by the central agency which is the CDC of the Ministry of Education. They in turn train more master-teachers at the state level who will then train the teachers.

The main thrust of the training programme as far as the integrated curriculum is concerned is on enhancing teachers' knowledge base as well as their competence in managing teaching-learning situations in the classroom. Teaching and learning in the integrated way is projected both through developing model lessons on video.

Regular monitoring and supervision by federal and state-level officers help to improve teacher competence and confidence in implementing the new programme at the classroom level.

3. Process

3.1 Teaching/Learning Strategies

The programme encourages learning through the inquiry-discovery method. Generally teaching is by whole class and small groups.

3.2 Mode of Implementation

Implementation of integrated curriculum will be generally confined to the classroom.

4. Future Prospect

4.1 Prospect for the Future of the Programme

The programme currently under limited implementation will be closely monitored and modifications will depend on the evaluation results.

QUESTIONNAIRE C: MORAL/RELIGIOUS/VALUES EDUCATION

[MORAL EDUCATION]

1. Context

1.1 Terms Used

Moral education is defined as follows:

Moral education is a programme which constitutes a planned sequence of experiences and activities both formal and informal, to be implemented within the existing school structure.

The moral education syllabus for primary school deals with twelve values. These values are based on religions, traditions and norms of the multi-racial Malaysian society and are universal human values consistent with the principles of RUKUNEGARA. The programme aims to assist pupils to identify, clarify and internalize certain values.

The internalization of these moral values would enable the pupils to become responsible decision makers pertaining to moral issues such that their actions are governed by moral principles in all situations.

1.2 General Objectives

General objectives are as follows:

(1) To practice habits and behaviours that are consistent with moral values and attitudes;

(2) To be aware of the values upheld by the society around them;

(3) To possess moral values as the basis for the development of mental maturity;

(4) To evaluate matters based on moral principles before practicing them; and

(5) To give rationale for making decisions pertaining to moral issues.

1.3 Subject

Moral education is taught as a subject by itself. The syllabus is designed in a spiral pattern, that is, while the values taught each year remain constant, the emphasis differs according to the level of the maturity of the pupils.

1.4 Levels

The programme starts at Standard 1.

1.5 Compulsory or Optional

It is a compulsory subject for all non-Muslim pupils as recommended by the Cabinet Report 1979.

1.6 Time Allocation

The time allocation for the programme is 180 minutes per week.

2. Instructional Process

2.1 Separate Syllabus/Statement of Content

A separate syllabus is formulated for moral education. The twelve values are as follows:

(1) Cleanliness of body and mind;
(2) Compassion/empathy;
(3) Moderation;
(4) Diligence;
(5) Freedom;
(6) Gratitude;
(7) Honesty/integrity;
(8) Justice;
(9) Love;
(10) Respect;
(11) Co-operation; and
(12) Modesty/humility.

2.2 Instructional Materials

Instructional material for pupils are as follows:

(1) Textbook (from Standard 2 onwards);
(2) Teaching Kit; and
(3) Supplementary Readers.

Instructional materials for teachers are as follows:

(1) Syllabus;
(2) Teacher's Guidebook for Moral Education; and
(3) Teaching Kit.

2.3 Development of Materials

The syllabus, teacher's guidebook for moral education, and teaching kit are developed by curriculum developers. The textbook is developed by publishers.

2.4 Free Materials

The textbooks are given free to all those pupils who qualify under the Textbook Loan Scheme.

2.5 Teachers

The subject is taught by the teachers who have been exposed to the programme.

2.6 Training Programme for Teachers

The teachers are given special training for this programme.

2.7 Methods and Techniques Adopted

Class teaching method is suggested in this programme. In Phase One (Standards 1-3) deductive approach is recommended. In Phase Two (Standards 4-6) the teachers can use both deductive and inductive approaches. The teaching and learning techniques suggested for the programme are as follows:

(1) Story telling
(2) Visiting
(3) Singing
(4) Project work
(5) Games
    (a) Board games
(6) Drama
(7) Debate/Discussion
(8) Simulation
    (a) Role-play
    (b) Problem solving
    (c) Simulation games
(9) Interviews
(10) Using Resources
    (a) Picture
    (b) Quotation
    (c) Posters
    (d) Newspaper cuttings.

2.8 Co-curricular Activities

This programme is reinforced by the following co-curricular activities:

(1) Wolf cubs
(2) Brownie
(3) Red Crescent Society
(4) Language Society.

3. Evaluation and Feedback

3.1 Pupil Evaluation

The pupils achievements are evaluated or measured through:

(1) Observation
(2) Interviews
(3) Discussions
(4) Questionnaire
(5) Formative and summative evaluation
(6) Analysis of school records
(7) Analysis of records or character profile.

3.2 Communication of Results

The result of the evaluation can be used as guidelines for the teachers:

(1) To give assistance or guidance to pupils;
(2) To prepare and upgrade the instructional materials; and
(3) To plan the teaching strategies.

4. Problems and Issues

4.1 Outline of the Problems and Issues

The problems and issues related to the development of the programme are as follows:

(1) A growing concern regarding the decline in moral standards as observed in instances of indiscipline in school, truancy, disrespect for elders, vandalism and increase in crime, destructive demonstrations, drug abuse and violations of individual and societal rights and liberties;

(2) In rapidly changing modern societies, various influences compete and conflict with the traditional norms, principles and values.

The problems and issues related to the implementation of the programme (including teacher training) are as follows:

(1) Moral education is not taught by a special teacher;

(2) The teachers have negative attitudes towards the subject because it is not as important as the 3R's;

(3) The teachers are not so knowledgeable on the teaching strategies, as a result teaching of moral education is not so effective;

(4) Lack of reinforcement activities from the public or other social institutions;

(5) Lack of evaluation experts to monitor the programme;

(6) Lack of competent writers to produce quality textbooks for moral education;

(7) The teaching and learning of moral education involves the whole society, therefore the programme must not be limited to schools only;

(8) Suitable resource materials for the teaching of moral values should be selected and prepared by persons who are qualified in this field; and

(9) The difficulties in developing the instruments pertaining to the affective domain.

4.2 Future Prospects

The programme will be revised at the end of the sixth year and will be continued.

[ISLAMIC RELIGIOUS EDUCATION]

1. Context

1.1 Terms Used

Islamic religious education is a subject that forms part of the spiritual, values and attitude component of the New Primary School Curriculum; the other subject being moral education. It is a programme aimed at instilling the Islamic religious values, attitudes, knowledge of Islam and the Quran among Muslim children.

Its emphasis is on guidance and training in the reading of Al-Quran Al-Karim and in the foundations of Islamic Religious Education which includes Budipekerti (Character Building), Ibadat

(Practices), Akidah (Faith in Allah), and Sejarah (Islamic History). Jawi which is another script for the Malay language is also a part of this programme.

1.2 General Objectives

At the end of the Islamic Religious Education programme, a pupil should be able to:

(1) recognize, pronounce, read and write letters of the Arabic alphabet correctly;

(2) recognize diacritic symbols and be able to read the Quran;

(3) read correctly verses from the Quran and understand as well as memorize the meaning of simple verses;

(4) believe in the existence of Allah and understand His characteristics;

(5) understand the Iman and Islamic Akidah and develop a responsible attitude towards the religion;

(6) believe in the existence of the Day of Reckoning and the status of a person after death;

(7) believe in the existence of the Rasul as the Messenger of Allah, know the characteristics of the Rasul and model his (pupil) behaviour on the characteristics of the Rasul and his friends;

(8) perform the rites of devotion of Allah correctly such as performing the ablutions; and

(9) practice the way of life in accordance with the Islamic Religion and become a good Muslim.

1.3 Subject

This programme is taught as a school subject by itself, starting from Standard one right up to Standard six. All Muslim children must study this subject. One hundred and eighty minutes is set aside per week for the teaching/learning of this subject. In the school time-table, it is taught concurrently with Moral Education. Thus while the Muslim children study Islamic Religious Education, Non-Muslim children are taught Moral Education.

Islamic Religious Education is the only form of religious instruction provided for by the government. There is no provision for the teaching of other religious denominations.

2. Instructional Process

2.1 Separate Syllabus/Statement of Content

As in other subjects, Islamic Religious Education also has a syllabus which outlines the objectives to be achieved at the end of the programme, the skills to be acquired and the learning area that the child ought to know. In other words, the syllabus provides some broad guidelines on which the teacher could plan his lesson.

2.2 Instructional Materials

Apart from the syllabus, the Ministry of Education also provides the teacher with a teacher's handbook, which organizes the programme into yearly specifications. The book also contains suggested activities towards mastering the specified skills, sample lesson plans and general teaching-learning strategies. Thus the book is an extension and translation of the syllabus content into classroom practices.

Pupils, on the other hand are given textbooks. There are two textbooks for each of the primary school years. In addition, schools are also provided with learning kits which are both for teacher and pupil use.

2.3 Development of Materials

The syllabus, teacher's handbooks and the learning kits are prepared by the Ministry of Education. The Curriculum Development Centre is responsible for the production of these materials. Preparation and writing of the content is done through workshops in which teachers, teacher educators, school inspectors, curriculum developers and other individuals with the relevant expertise participate.

Textbooks on the other hand is prepared by the Islamic Religious Education Division of the Ministry.

2.4 Free Materials

Textbooks are given free to the pupils under the Textbooks Loan Scheme. The other materials are paid for by the schools from the special fund given by the Ministry of Education.

2.5 Teachers

Islamic Religious Education is taught by special teachers trained in the teaching of this subject. No other teacher is allowed to provide instruction on this subject.

2.6 Training Programme for Teachers

These teachers undergo a specialized pre-service training in Islamic Religious Education. With the implementation of the New Primary School Curriculum, these teachers also attend one week orientation courses so as to be aware of the objectives of the new curriculum.

2.7 Methods and Techniques Adopted

General teaching methods and techniques are similar to those of the other subjects and include class, group and individual methods. At the lower primary level a lot of drill and memorization is done especially in the recitation of verses of the Quran. Practical work is emphasized throughout the six years of primary school.

2,8 Co-curricular Activities

Some of the co-curricular activities carried out to reinforce the learning of this subject include the celebration of certain religious events such as the birthday of Prophet Muhammad and the commencement of the Islamic New Year and other activities related to character building.

3. Evaluation and Feedback

3.1 Pupil Evaluation

Evaluation of pupils in this subject includes paper and pencil tests and classroom observation.

3.2 Communication of Results

Feedback from this evaluation and also from the monitoring carried out are compiled into a report and submitted to the relevant authorities such as the Curriculum Development Centre and the State Education Departments. Should the information relate to problems in teaching learning process and require immediate action, such as school visit, the relevant officers are sent to help the teacher. This feedback is also used for the revision of the programme and handbooks.

3.3 Rewards/Motivation System

There is no special formal remuneration at any level. However schools do have their own form of reward system.

3.4 Programme Evaluation

For the present, formative evaluation is being done at the Ministry, State and district levels. Summative evaluation is expected to be carried out at the end of the first cycle of the implementation of the whole New Primary School Curriculum.

4. Problem and Issues

4.1 Outline of the Problems and Issues

One of the major problems faced at this stage is time. The developers did not have enough time to go through the various phases of developing and finalizing the drafts of the curricular materials, before the actual nation-wide implementation.

Problems related to the implementation of the programme include:

(1) Late arrival of curricular materials such as handbooks and the learning kits;

(2) Inadequate number of textbooks;

(3) Inconsistency of the course content at the state and district level in-service courses;

(4) Inadequate personnel to monitor the courses and programme at the state, district and school levels;

(5) Varying qualifications of the religious teachers;

(6) Lack of variety in teaching techniques; and

(7) Heavy teaching load of the religious teachers.

Islamic Religious Education is a highly specialized educational programme. At present, there is a lack of qualified personnel with the necessary expertise to monitor and evaluate the programme. Apart from this, the Ministry also faces the difficulty in evaluating the affective aspect of the programme.

4.2 Future Prospects

The programme was implemented two years earlier than the overall NPSC programme. In 1985, Islamic Religious Education will enter its fifth year of implementation. It will continue to be implemented until such time when a change is needed. Meanwhile, efforts are being made to gather as much information as possible on the effectiveness of the programme and to make the necessary revision. As has been said earlier in 3.4 a summative evaluation will be made after the programme completes its first cycle of six years. Whatever decisions to be made will depend on the results of this evaluation.

QUESTIONNAIRE D: WORK-ORIENTED EDUCATION

1. Context

1.1 Meaning

Work-oriented education refers to the provision of opportunities for the acquisition of skills, knowledge and attitude which will form the necessary foundation for subsequent pursuance or participation in technical and vocational training.

1.2 Terms Used

At the primary level, work-oriented education is presented as Manipulative Skills and Business Practice.

1.3 Reasons for Programme

The inclusion of both Manipulative Skills and Business Practice is an effort at broadening the scope of the primary school curriculum within the context of ensuring the overall development of the child. It also indicates the direction towards which the manpower resources of the country is being channeled; and the orientation towards which the society is being directed - commercialization and industrialization.

1.4 Objectives

It is hoped that pupils will be progressively exposed to ideas of business and technology from the lowest level of education. At the very least they will acquire knowledge and skills that are useful in their daily lives.

The main objectives of Manipulative Skills are to:

(1) encourage pupils to develop skills in working with their hands;

(2) enable pupils to develop or acquire certain 'manual-technical' skills necessary in daily life;

(3) enable pupils to develop positive work attitudes and ethics; and

(4) provide pupils with the necessary environment and opportunities to be creative and inventive.

The main objectives of Business Practice are to:

(1) enable pupils to understand the value of money and goods and the idea of exchange;

(2) enable pupils to acquire certain skills relevant to the managing of petty trades and small retail shops;

(3) develop an awareness of the breadth of the business activities spectrum; and

(4) develop an interest towards business and commerce.

1.5 Subject/Integration

Manipulative Skills is currently being tried out in experimental school as a separate subject. On the other hand, Business Practice is integrated with Mathematics and 30 minutes per week is alloted to the teaching of this aspect. Teachers have been provided with teacher's guide to enable them to carry out this function.

1.6 Levels

Both Manipulative Skills and Business Practice programme are spread over the six years of primary schooling.

1.7 Compulsory

All subjects in the primary school curriculum are compulsory.

1.8 Time Allocation

30 minutes each per week.

1.9 Main Emphasis of the Programme

Manipulative Skills	Business Practice
(1) Hand Skills	(1) Skills
- skills in work with the hands. - skills in using hand tools. - skills in dismantling and assembling.	- skills necessary for managing petty trade and small retail business.

(2) Work ethics.	(2) Understand value of money and goods.
(3) Creativity.	(3) Work ethics.
(4) Interest in and respect for labour oriented vocations - technology.	(4) Interest in business and commerce.

2. Instructional Process

2.1 Content

The activities or skills of Manipulative Skills are listed in broad terms in the syllabus. They may be grouped under three areas, i.e. Construction (making), Dismantling and Assembling and Maintenance and Repair.

List of content for the first three years:

[Construction]

Pre-Construction

(1) Arrange cuttings of pictures;
(2) Arrange blocks (regular solids) on the same kind;
(3) Arrange blocks (regular solids);
(4) Classify blocks and shapes according to their attribute.

Playing (Handicraft)

(1) Construct playthings (toys) that do not have movable parts;
(2) Construct playthings (toys) having movable parts.

Models

(1) Build models of buildings from parts (blocks or construction sets);
(2) Make models of building using cardboards or similar materials;
(3) Make skeleton models of buildings.

Dismantling and Assembling Without Using Hand Tools

(1) Fix and remove parts by rotating or twisting;
(2) Open (remove) and close (fix) parts attached with a locking device or mechanism;
(3) Open and close objects or parts using keys;
(4) Dismantle and reassemble parts of playthings and toys.

Dismantling and Assembling Using Hand Tools

(1) Dismantle and reassemble playthings and toys using screw drivers and spanners.

Maintenance and Repair

[Cleaning]

(1) Clean(ing) tools or equipment using water and detergent.
(2) Clean(ing) tools or equipment using solvents.

In Business Practice, no separate syllabus is available; but the Guide Notes indicate the kind of activities teachers can simulate in their pupils and the cognitive elements to be conveyed.

Even though it is regarded as part of Mathematics, the actual instructional process is different. Business Practice is activity based and it also provides experiences for pupils to compute and solve problems about money which they do during Mathematics lessons.

Example of Activities

Situation	Activities	Cognitive Element
Fruit stalls	Deciding the situation	Selling and buying as part of societal activities
Vegetable stalls	Preparing and setting the shop (items, cash box,etc.)	Factors to consider when setting a shop
Stationary shop		
	Labeling	
Sundry shop		Managing a shop
	Price tagging	
Fish stall		Counting
	Transacting (exchange)	
Toy shop		Counting the change
	Calculating (accounting)	
Eating stall, etc.		Cost of labour
		Recording sales

Note: For particular groups of children, situation to be changed after some time.

2.2 Instructional Materials

For Manipulative Skills, teachers are provided with a syllabus, and guide books. Materials for use during the lessons may be grouped as:

- Hand tools;
- Structured items;
- Raw materials.

For Business Practice teachers are provided with guide notes.

2.3 Development of Materials

The syllabus and guides are developed by the CDC. The list of materials for Manipulative Skills are provided by the CDC. However, their purchase is handled by schools and the state education departments. Schools are also encouraged to utilize materials that can be obtained from the surroundings. The CDC is trying to develop prototypes to improve the effectiveness of the programme. This will be an on-going activity. In the case of Business Practice, teachers and pupils are to set up their own 'stalls' and 'shop corners' and prepare items for sale relevant to the situations. These items have to be prepared by whatever items that can be obtained from around the schools. However, teachers are provided with some raw materials like manila cards, gum, adhesives, scissors, magic pens, etc.

2.4 Free Materials

Expendable materials are provided to pupils. Other materials are not given to pupils, rather they are used during the activities. They are kept in school.

2.5 Provision of Materials

The Ministry of Education provides materials.

2.6 Special Facilities

Currently, no special facilities are available. Hand tools such as simple appliances and machines are used.

2.7 Teachers and Training Programmes

The typical primary school teacher in Malaysia is expected to teach all subjects except Islamic Religious Education, English and Music. Both pre-service and in-service training is provided.

2.8 Support Provisions

Development, implementation and monitoring of the curriculum involve other Divisions of the Ministry of Education and State

Education Departments, e.g., Federal Inspectorate of Schools; Educational Media Service; Technical and Vocational Education Division; Schools Division; and Teacher Training Division.

2.9 Methods

Both areas are activity based. Teachers are advised to maximize pupils' involvement in the activities, either in groups or individually. Activities may be controlled, guided or open.

3. Evaluation and Feedback

3.1 Pupil Evaluation

The major part of the evaluation procedures are observational, i.e. observe how pupils work on specific objects, skills or activities as well as the end product.

3.2 Communication of Results

At the moment no detailed recording of pupils' performance is made in the pupils' record books.

3.3 Programme Evaluation

The officers of the CDC and School Inspectorate are currently monitoring the overall impact of both programmes and the response of pupils. This is done by or through visits and questionnaires.

3.4 Results of Evaluation

Initial findings indicate that pupils are responding positively. However, teachers are having difficulties especially with large class size and inadequate facilities in some schools.

4. Problems and Issues

4.1 Outline of the Problems and Issues

Within the context of primary education in Malaysia, these elements of the curriculum are new. The absence of any theoretical framework indicates the need to device an agreeable reference afresh; one that is able to relate to issues like:

- what activities are suitable to level of the pupils;
- relevance to the pupils; and
- organization of the activities or skills.

Secondly, the difficulty in agreeing to what the instructional objectives should be; one that can satisfy the rationale and at the same time still fit the above framework in view of the various constraints - financial, teachers' capability, facilities, time allocation, etc.

It is clear from the foregoing that this curriculum area is meant to be activity based. In particular during the first three or four years the approach is that of playway type. This creates demands in terms of materials and facilities. Also, teachers do not realize that a playway approach needs conscious planning if it is to be meaningful.

Since the syllabus and guide notes are quite general, teachers can vary, adapt and adjust, but we have found that some teachers are having difficulties suggesting specific activities. Furthermore, since their introduction is not exactly simultaneous with that of the New Primary School Curriculum, it is difficult to grapple with them.

It has been decided for the time being that these activities need not be evaluated, except in a very general way, how the pupils perform. However, the apparent issue here, if we are thinking of formal evaluation of pupils, will be what should be the focus of the evaluation:

- the specific skills;
- the process; or
- the product

and how are they graded. Some kind of checklist appears necessary.

4.2 Future Prospects

It is very likely that the programme may undergo a reassessment; improvement will be in terms of upgrading teachers' capability, improving the necessary facilities, and spelling out in greater detail the specific syllabus content.

The course content will also be improved. The CDC is trying to develop prototype materials. The Ministry may also produce video tape of exemplars of teaching materials for teachers.

The Teacher Education Division is also working towards incorporating these elements into the teacher training programmes.

QUESTIONNAIRE E: CURRICULUM LOAD

1.1 Definition

Within the Malaysian context, 'curriculum load' refers to the number of subjects in the curriculum, the amount of specified content to be covered in each subject syllabus; and the amount of time allotted for the teaching/learning of this content.

1.2 Concerns of Teachers/Parents/Pupils

The concern for curriculum has been voiced by teachers, parents, individuals and the general public. A lot of comments have appeared in the mass media:

(1) that there are too many subjects in the primary curriculum, and often there is an overlap in the areas covered by these subjects;

(2) that the scope of the syllabus is too wide and often too deep, while in some cases, topics seem too remote and unfamiliar to the pupils. The emphasis had been to cover the syllabus without giving much attention to whether the pupils really comprehend what they have been taught; and

(3) that there is too much emphasis on examinations so much so that teaching tends to be geared towards achieving this goal, thereby ignoring the needs of the slower pupils.

1.3 General Assessment of Curriculum Load

At present, Malaysia's primary curriculum is in a transitional stage. The old 'overloaded' curriculum is being replaced by a new one (better known as the New Primary School Curriculum). The 'old' curriculum is used in the 4th, 5th and 6th grades in 1985. The New Primary School Curriculum which in 1985 will be in the third year of nationwide implementation is a total revision of the 'old' curriculum and has its emphasis on the 3R's. This new curriculum has yet to be independently evaluated, but initial feedback seems to indicate that it is satisfactory from the 'load' point of view.

1.4 Assessment by Different Dimensions of Curriculum Load

(a) Rating of subject areas under the 'old' primary school curriculum

Subject	Scope of the objectives	Difficulty of course content	Language used in textbooks	Length of course content	Availability of time
Malay	wide	about right	about right	lengthy	insufficient
Chinese	wide	difficult	difficult	lengthy	about right
Tamil	wide	about right	difficult	very lengthy	about right
English	too wide	difficult	difficult	very lengthy	about right
Mathematics	wide	difficult	difficult	very lengthy	about right
Islamic Religious Knowledge	wide	difficult	difficult	about right	insufficient
Science	wide	difficult	about right	lengthy	insufficient
History	about right	about right	about right	about right	about right
Geography	too wide	about right	about right	lengthy	about right
Health Education	too wide	difficult	about right	lengthy	insufficient
Civics	about right	about right	about right	about right	about right
Physical Education	wide	difficult	-	lengthy	about right
Art	narrow	difficult	-	about right	sufficient

(b) Rating of subject areas under the New Primary School curriculum

Subject	Scope of the objectives	Difficulty of course content	Language used in textbooks	Length of course content	Availability of time
Malay	about right	about right	about right	about right	about right
Chinese	about right	about right	about right	about right	about right
Tamil	about right	about right	about right	about right	about right
English	about right	about right	about right	about right	about right
Mathematics	narrow	about right	easy	about right	insufficient
Islamic Religious Education	about right	about right	about right	about right	insufficient
Moral Education	about right	about right	about right	about right	more than required
Man and Environment		Has Not Been Implemented Yet			
Physical Education	about right	about right	-	about right	about right
Art	about right	about right	-	lengthy	about right
Music	wide	about right	-	about right	about right
Manipulative Skills		Has Not Been Implemented Yet			

1.5 Factors Contributing to the Problem of Curriculum Load

Other factors that contribute to the problem of curriculum load include the following:

(1) Inadequacies in teacher effectiveness

Teacher ineffectiveness can be due to poor qualifications of some teachers and lack of ideas in teaching strategies. Thus teachers spend a longer time trying to get learning to take place. There are teachers who do not know how to maximize the use of teaching aids to enhance teaching. Stereotyped teaching techniques make lessons tedious.

(2) Lack of facilities

Most Malaysian schools especially in the rural areas lack facilities such as duplicating machines, playing fields, special equipment for physical education, tape recorders, radios, etc. that would help in teaching. Thus teachers would resort to the 'chalk' and 'talk' style. In many schools, the lack of classrooms results in the overcrowding of classes. In fact, double session schools seem to be common feature in the urban areas. All these constraints plus the poor physical state of some schools make it difficult to fully implement whatever ideas and suggestions.

(3) Pressure of examinations

As the Malaysian education system is examination-oriented (especially so under the old curriculum), there is high expectation from parents that their children get good grades. Society too has equated paper qualifications with opportunities to get into better schools, occupations and social standing. Because of examination pressure, teachers tend to concentrate on the examinable subjects and on getting as many pupils as possible to pass these examinations. The learning needs of the slow learners are ignored. As the problems accumulate, they become additional burden to the teacher.

(4) Additional responsibilities for teachers

In addition to teaching, teachers are also expected to do some administrative work such as filling in forms for the Textbooks Loan Scheme, report cards and cumulative cards. Teachers are also expected to develop test items on their own. These additional responsibilities increase the workload of the already overworked teacher.

Even under the new curriculum, teachers still have this added responsibility. They are expected to develop materials and keep records of pupil profiles and performance in the various subjects. These have in some respect affected teachers' performance in the classroom.

1.6 Nature and Amount of Homework

Under the 'old' curriculum, because of pressure from various groups concerned, teachers often give a lot of homework to pupils, especially in the Languages, Mathematics, Science, History and Geography. These subjects are examinable subjects and teachers feel that it is important that pupils be given as much exercise as possible in these programmes. Thus whatever topics that could not be completed within the class time are carried forward as homework. Parents too feel happy that their children are given homework. It gives them the assurance that at least their children's time in the home is spent on school work. Homework too gives them some idea on what is being taught in class.

Under the new curriculum, the amount of homework in the early years of schooling is drastically reduced. However this increases as the pupil progresses to the upper grades, although the amount given is still minimal compared to what pupils under the 'old' curriculum had to complete.

1.7 Effects on Enrolment/Achievements

Curriculum load has not affected pupil enrolment because schooling and education that comes with it is very much integrated with the cultural traditions of peoples of Malaysia. But pupil achievement has been adversely affected. The heavy curriculum load has been cited as an important factor in discouraging pupils from learning. Lack of motivation, less of interest and inability to relate the relevance of the subject matter being learned has often resulted in poor pupil performance.

1.8 Major Studies into Curriculum Load

Two important documents, namely, the Cabinet Committee Report (1979) and the Study on Level of Achievement of Children in Primary Schools in Malaysia (1979-1980), have touched on curriculum load.

(1) The Cabinet Committee Report was a compilation of several memoranda submitted by academic, professional, technical and political groups on various aspects of education including policy and implementation.

(2) Title of Study: Level of Achievement of Children in Primary Schools in Malaysia - Basic Skills and Bahasa Malaysia.

Procedure: Sample was drawn from all levels of the primary schools, Standards 1 through 6. Variables included size of school (large, small and medium); locality (urban, rural); medium of instruction (Bahasa Malaysia, Chinese, Tamil).

Findings: (a) A large number of children can not read or write to their grade level.

(b) The level of achievement in Bahasa Malaysia (the National Language) is not as high or as satisfactory as had been expected.

(c) The level of achievement of rural children in all three basic skills is lower than their peers in the urban areas.

(d) Rural children, in particular those from small size schools, showed the lowest level of achievement.

1.9 Modification of Curriculum

From the feedback received through the above report/study the Ministry of Education decided to introduce the New Primary School Curriculum (NPSC). This is an overall curriculum revision and renewal project which covers all the learning-teaching process at the primary level in the three language medium schools, i.e. the National Language (Bahasa Malaysia), Chinese and Tamil Schools.

The major objectives of the NPSC is to enable the primary school child, at the end of six years, to:

(1) master Bahasa Malaysia as the national and official language of the country;

(2) acquire basic language skills, i.e. speaking and listening, reading and writing in the medium of instruction;

(3) master basic skills in Mathematics;

(4) acquire basic study skills based on the 3R's;

(5) read, write, converse and comprehend English as the second language of the country;

(6) develop desirable attitudes and good behaviour based on humanistic and affective values accepted by society based on RUKUNEGARA;

(7) acquire knowledge, understanding and develop interest and sensitivity towards man and his environment;

(8) socialize and respect the rights and abilities of others, and to have the spirit of cooperation and toleration;

(9) develop talent, leadership qualities and self-confidence;

(10) have interest in, understand, appreciate and participate in arts and recreational activities within the context of the national culture.

There are 12 subjects or programme areas under the new curriculum:

- Bahasa Malaysia (Malay Language) - medium of instruction in national schools and second language in Chinese and Tamil primary schools.
- Chinese) Medium of instruction in Chinese or Tamil
  Tamil) primary schools
- Mathematics
- English (Second language in national schools and third language in Chinese and Tamil primary schools.)
- Islamic Religious Education (for Muslim children)
- Moral Education (for Non-Muslim children)
- Man and His Environment
- Art
- Physical Education
- Music
- Manipulative Skills

In the first 3 years, only two textbooks are used, i.e. for Islamic Religious Education and for Moral Education (from Standard 2). Other subjects such as the languages (Malay, Chinese, Tamil and English) and Mathematics use workbooks instead. For the next three years, all the workbooks are replaced by textbooks. Hence, there are textbooks for Malay, Chinese, Tamil, English, Mathematics, Islamic Religious Education, Moral Education, and Man and His Environment.

Instructional techniques are aimed to:

(1) ensure active involvement of all pupils in a variety of activities;

(2) accommodate differences in pupil's rate of development and learning ability;

(3) encourage learning to make it interesting, effective and meaningful;

(4) result in integration of several skills in any one

lesson;

(5) ensure pupils interest in learning be developed and strengthened;

(6) assist children to be in a state of readiness for more effective, and independent learning.

There are two types of evaluation, i.e. pupil evaluation and programme evaluation.

Pupil evaluation is done in the following ways:

(1) paper and pencil tests;
(2) oral; and
(3) observations and checklists;

and they could be carried out either formally or informally.

Programme evaluation is done continuously through a system of monitoring at the district, state and national levels by the various departments concerned. Information is gathered through:

(1) classroom observations;
(2) questionnaires;
(3) interviews; and
(4) official documents such as teacher's record books, pupils' performance and profile records.

NEPAL

QUESTIONNAIRE A: BACKGROUND INFORMATION

1. General Information

1.1 Location and Size

Nepal is a sovereign independent kingdom situated on the southern slopes of the mid - Himalayas, the formidable range of eternal snows. Nepal possesses a varied topography. The nearest sea coast is about 1,127 kilometres from its border. Nepal is bordered on the east, south and west by India and on the north by the autonomous region of Tibet and the People's Republic of China. The country is shaped like a rectangle with an average length of 885 kilometres from east to west and a width of 193 kilometres from south to north. It is a landlocked country.

Altitude varies from 152 metres above the sea level in the Terai in the south to more then 8,839 metres in the north Himalayas. On the basis of altitude alone, the country can be divided into three natural regions:

Hill Region: This lies at an altitude of 4,877 metres to 8,839 metres above sea level with the snow line running at 4,877 metres.

Mountain Region: This region is formed by the Mahabharat range that soars up to 4,877 metres. It is known as the Mid-Himalayas.

Terai Region: The Terai Region which has a width of about 26 to 32 kilometres and on altitude of maximum 305 metres occupies about 17 percent of the total land area of the country.

1.2 Climatic Condition

In Nepal, the weather conditions vary from region to region. Summer and late spring temperature ranges from more than 40°C in the Terai to about 28°C in the mid-section of the country. In winter, average maximum and minimum temperatures in the Terai range from a mild 23°C to a brisk 7°C while the central valleys experience chilly 12°C maximum and temperatures below freezing point. Much colder temperatures prevail at higher elevations. Kathmandu valley, which is situated at an altitude of 1,300 metres, has a climate with an average summer and winter range of from 27°C to 19°C and from 20°C to 2°C respectively. The annual rainfall in Kathmandu generally exceeds 1,300 millimetres. The mean annual precipitation ranges from more than 6,000 millimetres along the southern slopes of the Annapurna range in central Nepal to less than 250 millimetres in the north central portion near the Tibetan plateau. Varying amounts between 1,500 millimetres and 2,500 millimetres predominate over most of country with about 80 percent of the precipitation confined to the monsoon period (June - September).

1.3 Population

The population of Nepal was 15,022,839 on 22 June 1981 with males representing 51.2 percent. The national rate of population growth is 2.66 percent. The population density in the country according to the 1981 census is 102.1 persons per square kilometres as against 78.5 persons only in 1971. Population density ranges from 20.7 persons per square kilometres in the hills to 1,551 in the plains. Table 1 shows the population growth according to geographical regions.

Table 1: Population Growth by Geographic Region

Region	Total Population 1971	1981	Annual Growth Rate
Mountain Region	1,138,610	1,302,896	1.36
Hill Region	6,071,407	7,163,115	1.67
Terai Region	4,345,966	6,556,828	4.28
Total	11,555,983	15,022,839	2.66

Distribution of children from 0 - 14 years by five year age groups in 1981 can be observed in Table 2.

Table 2: Population by Five Year Age Group

Age	Male	Female	Total	(%)
0 - 4	1,190,581	1,123,924	2,314,505	15.41
5 - 9	1,117,141	1,073,305	2,190,446	14.58
10 - 14	919,290	787,731	1,707,021	11.36
Sub-total:	3,227,012	2,984,960	6,211,972	41.35
All Ages	7,695,336	7,327,503	15,022,839	100.00

1.4 Outlay on Education

The government is committed to bearing 100, 75 and 50 percent of the expenditure required to pay for the salaries of teachers at primary, lower secondary and secondary schools respectively. In remote areas, however, the government meets the full expenses required for the salaries of all levels of teachers. The government is also committed to making textbooks available freely up to grade three in all Schools in the country and to all girls up to grade five in Schools of 18 remote areas.

Total budgetary expenditure on education rose from Rs. 51.7 million in 1970 to Rs. 421.6 million in 1980. Education expenditure reached a peak of 12.1 percent of the national budget in 1975/76 when a higher proportion of teachers salaries were first paid by the government. It is worth noting that as much as about 35 percent of expenditure on education is absorbed in supporting the Tribhuvan University System. Table 3 indicates the expenditure pattern in the Primary Education.

Table 3: Expenditure for Primary Education (1977 - 1984)

Year	Amount	Percentage	Total Budget for Education Sector
1977 - 78	73,000	26.29	277,671
1978 - 79	88,400	27.39	322,705
1979 - 80	98,524	28.28	348,759
1980 - 81		26.6	
1981 - 82	568,896		
1982 - 83	224,000	26.76	836,902
1983 - 84	307,094	34.50	891,052
1984 - 85	321,092	35.26	910,722

(Thousand Rupees)

The educational expenditure of 8.83 percent (in 1980/81) of the national budget, or about 1.4 percent of GDP, is not as high as it is in other Asian Countries. This expenditure is also supplemented by contributions from local private resources. The local support is made up of donations, income from land endowments, voluntary labour and other services by the local people.

Financing primary schools has a special characteristic which differs from schools of other levels (lower - secondary) in that primary schools are supported one - hundred percent by the government.

1.5 Ethnic/Religious Composition

Nepal has a composite population stemming from various racial groups. The inhabitant of higher altitudes, the Sherpas, Tamangs, Kiranti, Limbu and Bhotiyas, are drawn from Mongoloid stock. The mid - mountains are populated by Tamang, Magars, Gurungs, Newars Sunars, Phrahmins and Chhetris. In the inner Terai region, Tharu, Danuwar, Chepang, Magar and Indian Immigrants hold a dominant position.

Religion forms an integral part of life in Nepal. The people in Nepal mainly follow the Hindu (89.6 percent) and Buddhist (5.3 percent) religions. Table 4 gives the detailed information about Nepalese religion. Almost every household has a special room or at least a part of a room allotted for the purpose of Puja which consists of saying prayers to and worshiping gods. Hindus and Buddhists in Nepal live together in religious harmony.

Table 4: Total Population by Religion and Sex (1981)

Religion	Male	Female	Total	(%)
Hindu	6,906,382	6,539,405	13,445,787	(89.6)
Buddhist	388,981	410,100	799,081	(5.3)
Jain	5,038	4,400	9,438	(0.0)
Islam	206,437	192,760	399,197	(2.7)
Christian	2,113	1,778	3,891	(0.0)
Others	186,385	179,060	365,445	(2.4)
Total	7,695,336	7,327,503	15,022,839	(100.0)

The Nepalese observe a number of religious festivals that occur periodically each year as well as in the life period of a person. In most of these festivals, which are marked by religious ceremonies and social gatherings, people of all faiths participate with equal zeal and favour.

2. The Education System

2.1 Structure of the Educational System

Before the implementation of the National Education System Plan (NESP) in 1971, Nepal had 9 system structure of 5+2+2 The NESP changed this structure to 3+4+3. After the evaluation report of NESP, the pattern prescribed by the plan in 1971 was modified again in 1981. Tables 5 and 6 below show the changes incorporated in the school structure.

Table 5: Structure of Education (1971 to 1980)

Level of Schooling	Grades	Age Level
Primary Education	I - III	6 - 8
Lower Secondary Education	IV - VII	9 - 12
Secondary Education	VIII - X	13 - 15

Table 6: Present Structure of Education (1981 to Date)

Level of Schooling	Grades	Age Level
Primary Education	I - V	6 - 10
Lower Secondary Education	VI - VII	11 - 12
Secondary Education	VIII - X	13 - 15

The educational system in Nepal is centralized. Planning, policy making and programmes including the preparation of the curriculum and textbooks for the educational development of the country are administered at the central level. The Ministry of Education and Culture (MOEC) is the highest administrative body responsible for formulating, implementing and monitoring education programmes in the country. The MOEC, through its various divisions and sections, takes care of administration in the education sector and makes short - term and long - term plans for development of education in the country.

The National Education Committee (NEC) is a body set up by the Government at the highest level to formulate comprehensive plans and policies for educational development in the country. The Secretary of Education, the Chairperson of the Social Service Committee of the National Panchayat and the Vice - Chancellor of the Tribhuvan University are ex-officio members. The members and Secretary of the committee, including two educationists as members, are nominated by His Majesty the King. The MOEC runs its administration through three main divisions - Personnel Administration, Education Administration and Planning. There are also the Controller of Examinations Office (COE) and the Curriculum Textbook and Supervision Development Centre (CTSDC) directly under the Ministry.

As arms of the Ministry, there are five Directorates of Education, one each based at the five development regions. Each directorate is headed by a Regional Education Director. There is one District Education office headed by a District Education Officer (DEO) in each of the 75 districts of the country. The Directorates and District Education Offices co-ordinate and supervise and implement education programmes in their respective areas.

2.2 Evolution of Elementary School Curriculum during the Last Decade

The curriculum of modern primary education began with just a few subjects because the main purpose of primary school education was considered to be that of imparting literacy. History and Geography were offered as separate courses and there was very little provision in the school curriculum for the pupil's social and physical development. Over the years, frequent changes have been made with the introduction of such integrated courses as Social Studies and Physical Education, Personal Hygiene and Handicrafts and Drawing. Activities have been organized and textual matters included so as to foster loyalty to the king and the country as well as to arouse respect for labour and to promote skill development

During the early part of this century, three different streams of education existed in Nepal. The religious institutions such as Hindu Maths, Buddhist Bihars and Compas, and Muslim Madrasas imparted elementary religious education in different parts of the Kingdom. The language schools, started in the early years of the century, basically contained courses for literacy and numeracy. The modern type of primary schools that were patterned after Darbar School offered languages (English, Nepali, and Sanskrit) Arithmetic, Social Studies (History and Geography) and Drawing.

With the exception of Sanskrit, all these courses were prescribed in the syllabus applied in 1954. A course in hygiene and health also was later added to this syllabus. English was omitted from the Primary School Syllabus in the mid-1960's but after about three years' experiment, English was re-introduced.

The contributions made by various educational commissions are significant in the development of the present-day primary education curriculum. The Nepal National Education Planning Commission (NNEPC) recommended inclusion of subjects which would assist in developing proficiency in the basic skills of communication as well as promoting civic, economic, aesthetic and personal competencies. The All Round National Education Committee (ARNEC) of 1961 made suggestions to drop English from the primary level, while it retained most of the existing subjects like Social Studies, Science, Arts and Vocational Education with emphasis given to the inclusion of national feeling and the values of national culture and tradition. The development of the present curriculum in the primary school can be observed in Table 7.

Elementary/Primary Curriculum

Table 7: Primary School Subjects

Pre-1971 Period (Grades I-V)	1951-1961 (Grades I-V)	1961-1971 (Grades I-V)	1971-1981 (Grades I-III)	1981-To Date (Grades I-III)	1981-To Date (Grades IV-V)
English Nepali Sanskrit Arithmetic History Geography Drawing	Nepali or Hindi Arithmetic English History Geography Health and Hygiene Drawing Music Sanskrit Subjects Recommended by NNEPC Social Studies Science Language Arithmetic Crafts Aesthetic Arts Self-development	Nepali Arithmetic Social Studies English, Science, Health and Physical Education Arts Vocational Education Subjects Recommended by ARNEC Nepali Social Studies Science and Health Mathematics Arts Vocational Education Physical Education	Nepali Arithmetic Social Studies Physical Education Hygiene Handicrafts and Drawing	Nepali Arithmetic Social Studies Physical Education Handicrafts and Drawing	Nepali Arithmetic Social Studies English Sanskrit Physical Education Health Science Moral Education

The National Education System was developed on the basis of the study of the existing primary curriculum. Major changes were introduced in the following being the most significant:

- The duration of primary education was reduced from five to three years.
- The objective of primary education was reduced to the development of literacy.
- The number of subjects was reduced to suit the new objectives.
- The existing multifarious system of primary education was abolished.
- The target of 64 percent enrollment by 1976 was fixed for primary education.
- A nominal fee was introduced in school to cover operational costs.

The National Education System Plan was a bold plan of education with a systematic programme to revamp the existing system. It proposed to adopt the following objectives of primary education:

- Primary education from classes 1 to 3 will aim at literacy.

- At this level boys and girls will be taught reading, writing and arithmetic, some rudimentary knowledge of Nepalese and general information regarding the monarchy and the country. It will lay emphasis on development of general knowledge.

- The School Leaving Certificate or its equivalent is fixed as the qualification for primary school teachers.

- Textbooks of good standard will be made available free of cost to the children of remote areas and at fair prices to others.

- A district level examination will be held at the end of primary education.

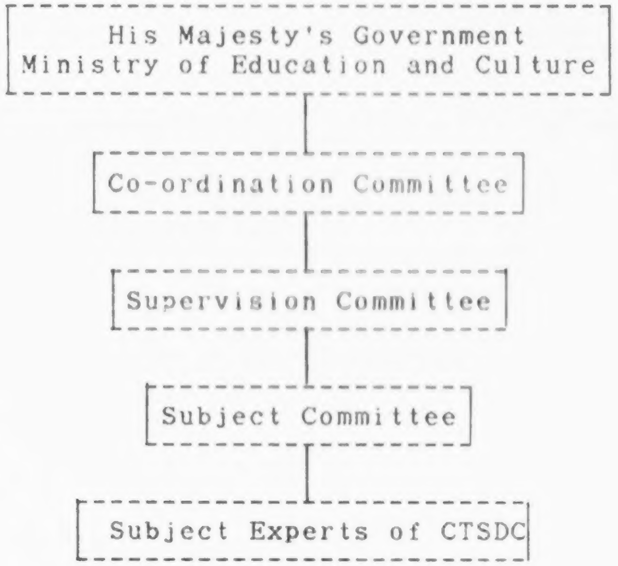
- His Majesty's Government will make a financial grant to cover the full salary of primary school teachers.

2.3 Agencies for Curriculum Development

The Curriculum, Textbook and Supervision Development Centre (CTSDC) which is directly under the Ministry of Education and Culture is fully responsible for the construction of curriculum and preparation of manuscripts of textbooks of school level education. The following chart provides an insight into the development of the school level curriculum in Nepal.

Chart 1

Curriculum Co-ordination Committee

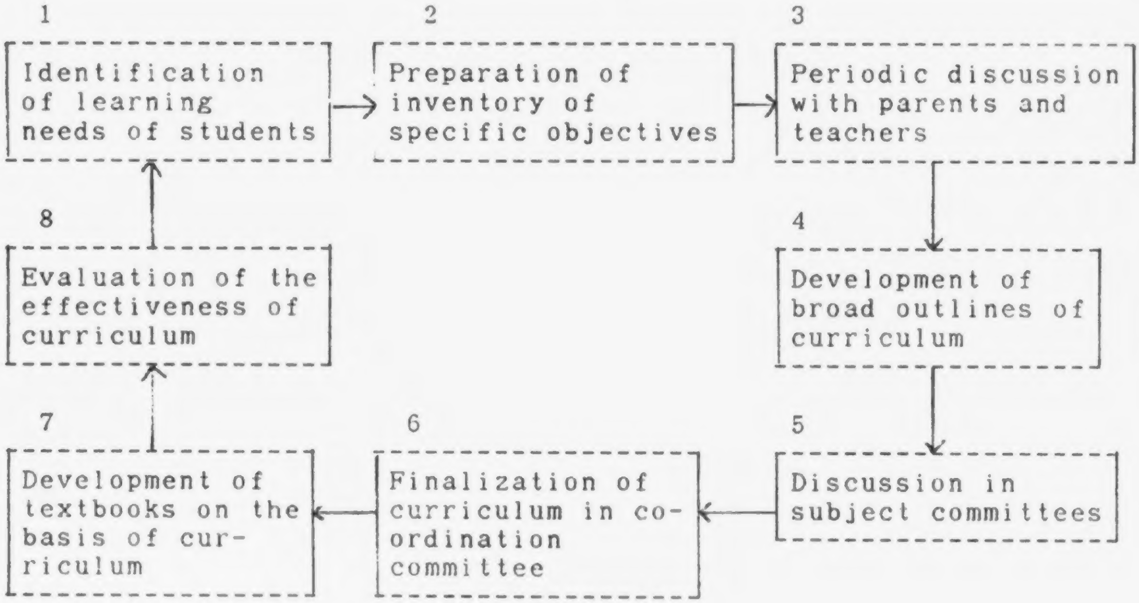

His Majesty's Government
Ministry of Education and Culture
Co-ordination Committee
Supervision Committee
Subject Committee
Subject Experts of CTSDC

The curriculum designed by a team of experts at the various levels is presented to the curriculum co-ordination committee headed by the Minister of Education and Culture for final approval.

Recently the Curriculum, Textbook and Supervision Development Centre has adopted a process which ensures a continuous development and renewal of the school curriculum. The process is illustrated in Chart 2.

Chart 2

Process of Curriculum Developments


1
Identification of learning needs of students
2
Preparation of inventory of specific objectives
3
Periodic discussion with parents and teachers
4
Development of broad outlines of curriculum
5
Discussion in subject committees
6
Finalization of curriculum in co-ordination committee
7
Development of textbooks on the basis of curriculum
8
Evaluation of the effectiveness of curriculum

2.4 Objectives of Primary Education

Primary Education in Nepal emphasizes the all-round development of a child. The National Education System Plan of 1971 incorporated most of the appropriate objectives that had been suggested by the Nepal National Education Planning Commission (NNEPC) and All Round National Education Committee (ARNEC). In 1981, the primary school objectives were further streamlined with the provision for children's social as well as physical development, for learning good habits of discipline and for character building. The following chart reflects the detailed objectives of primary education from 1951 to the present:

Major Objectives of Primary Education

Pre - 1951 Period

Three Types of Schools:

A. Bhasha Pathasala (Language Schools)

- to impart knowledge about alphabet and numerals.

B. Basic Education Schools

- to teach reading, writing and arithmetic.

C. English Type Schools

- to develop communication skills in English;
- to teach reading, writing and arithmetic; and
- to provide general knowledge about history and geography.

1951 - 1961

- to develop communication skill;
- to instil knowledge about health and hygiene; and
- to develop appreciation for fine arts.

Recommendations of NNEPC

- to eradicate illiteracy;
- to provide minimum fundamental education;
- to provide a foundation for higher education;
- to provide citizenship training; and
- to contribute to nation-building.

1961 - 1971

- to provide knowledge of science;
- to develop economic competency through vocational education; and
- to develop aesthetic competencies.

Recommendations of ARNEC

- to develop such habits as cleanliness and respect for older people;
- to develop loyalty to the crown and the country;
- to foster religious tolerance;
- to discourage use of drugs, alcohol, etc.; and
- to engage in physical exercise and sport activities.

1971 - 1981

- to impart literacy;

- to develop civic knowledge;
- to promote social and physical development; and
- to develop scientific attitudes.

Recommendations of NESP

- to teach reading, writing and arithmetic;
- to provide general knowledge about Nepal;
- to develop loyalty to the King and the country; and
- to provide instruction in an occupation such as agriculture.

1981 to date

- to impart literacy;
- to develop a sense of loyalty to the country, King and God;
- to inculcate discipline and build character;
- to create interest in arts and crafts and sports; and
- to maintain physical and mental health.

2.5 Class Size and Pupil-Teacher Ratio

In Nepal, 5 years' primary education is in operation at present. The primary education is free but not compulsory. Crude progression rates from grade 1 to grade 2 averaged 47.1% over the period 1976-81 compared with rates of 77.2% to 88.2% for the other grades. 60 children or more than this may be observed in a grade 1 classroom compared with 30-40 or fewer in the other grades.

In 1979, the mean pupil-teacher ratio for the whole country was 38:1. This ratio varies from one district to another. It ranges from 57:1 to less than 20:1. Table 8 indicates the average pupil-teacher ratio from 1979 to 1982.

Table 8: Pupil-Teacher Ratio in Primary Schools (1979-1982)

1979	1980	1981	1982
38	38	48	48

2.6 Periods and Subjects

(1) The total number of periods per week in grades 1 and 2 is 30 whereas 33 periods are used for grade 3, and 37 periods per week for grades 4 and 5. The range of total number of periods per week from grades 1 to 5 is, therefore, 30 - 37.

(2) The duration of each period is 50 minutes in general.

(3) Because of the variation of subjects and periods with the addition of time for prayers and extra-curricular activities, the average total duration of school time is 5 hours for grades 1-3, and 6 hours for grades 4 and 5.

(4) Normally, the recess is half an hour a day, but schools are free to use their own discretion.

(5) The school regulations state that schools are to be open 220 days a year.

(6) All the subjects prescribed in the curriculum are compulsory.

(7) There are no elective subjects in primary schools.

Table 9: Number of Periods per Week by Subject and Grade

Subject	Grades				
	I	II	III	IV	V
Nepali	12	12	14	8	8
English	-	-	-	7	7
Sanskrit	-	-	-	2	2
Social Studies	6	6	7	6	6
Science and Health	-	-	-	4+2	4+2
Mathematics	9	9	9	6	6
Drawing/Painting, Hygiene	2	2	2	-	-
Physical Education	1	1	1	-	-
Moral Education	-	-	-	2	2
Total	30	30	33	37	37

2.7 Time Allocations

The total time in minutes allocated per week to each subject and its full marks are given below:

Table 10: Allocation of Time in Minutes per Week and Full Marks of Each Subject

Grade	1		2		3		4		5	
Subject Time/Marks	T	M	T	M	T	M	T	M	T	M
Nepali	600	300	600	300	600	300	700	150	400	150
Arithmetic	405	200	405	200	405	200	300	100	300	100
Social Studies	300	100	300	100	300	100	300	100	300	100
English							350	100	350	100
Sanskrit							100	50	100	50
Physical Education							100	50	100	50
Health							100	30	100	30
Science							200	70	200	70
Moral Education							100	30	100	30
Handicrafts and Drawing, Physical Education	150	50	150	50	50					

Nepali, Arithmetic, Social Studies, Physical Education, Hygiene, Handicrafts and Drawing are the compulsory subjects with Sanskrit, English Language, Science and Moral Education added in grades 4-5. For the completion of these courses in an academic year, the officially fixed working days are 220. It is found that the primary schools are run for full days and up to the expected days though the minimum school days are 180.

3. Qualification and Training of Teachers

3.1 Minimum Qualification for Entry to Pre-service Teacher Training Programme

Though training of various duration were operated in Nepal, ranging from four years to five months, a five-month -period has been considered an adequate training for primary teachers with ten-year schooling.

There are two types of primary teacher training, one for the School Learning Certificate (SLC) holders and the second for non-School Learning Certificate people.

3.2 Duration of Pre-service Teacher Training Programmes

(1) A five-month training period is offered for School Learning Certificate teacher.

(2) A one-year special training for non-SLC girls.

(3) A five-month radio broadcast training for non-SLC teachers.

3.3 Content of Pre-service Training Programmes

The five-month training includes the subjects of pedagogical foundations, psychological foundations of education plus methods of teaching primary subjects.

3.4 Selection of Heads

At present, the primary school principals receive an additional allowance for working as principals and they are appointed by Distinct Education Officers on the recommendations of School Managing Committees.

3.5 In-service Teacher Training Programme

Primary school teachers are provided the opportunity to receive their first training of five months duration and salaries are paid when they are in such training. Short training of one or five weeks are conducted by Distinct Education Officers and CTSDC and Regional Education Directorates. The Primary Education Project has adopted a school cluster system where the Resource Centres operate one to two training for the schools within the cluster.

4. Significant Research in Primary Education

In Nepal the classroom instruction in primary schools has been a matter of serious concern to both educational planners and practitioners. Attempts have been made to undertake innovative projects which have been initiated to generate a favourable atmosphere for gradual improvement in the quality of primary education. Three major innovative projects which are aimed at improving the quality of primary school education are:

(1) The Seti Education Project for Rural Development (ERD): The Seti ERD Project, which is being run by HMG with the assistance of UNDP, Unesco and UNICEF is one of its programmes. It mainly aims at improving primary education through providing physical facilities, and promoting development and distribution of supplementary

teaching and learning materials.

(2) Instructional Improvement in Primary Education (IIPS): The action research project on Instructional Improvement in Primary Schools, which is being undertaken by CERID with the assistance of IDRC, has been running activities designed to help teachers develop teaching materials and adopt student centred techniques of teaching, to make learning materials available for students and to promote parental support for their children's education.

(3) The Research Centre for Educational Innovation and Development (CERID) of Tribhuvan University has completed research work on some of the relevant areas of primary education. They are:

- Effectiveness of primary education
- Learning materials for primary school
- Achievement study of primary schools
- Determinants of educational participation.

5. Significant Problems and Issues

The most challenging problem of primary education in Nepal is operational inefficiency. Some of the major facts listed below give the reader an insight into the primary educational problems:

(1) The difference between the enrolments of primary children in the first and second grade shows a tremendous drop-out rate.

(2) The enrolment data indicate a high rate of repeaters as a result of unsatisfactory academic achievement.

(3) Inefficiencies which reduce the quality of education cause the students to fail are.

(4) Schools are not operated for the full 220 days a year. schools do not operate up to the minimum teaching hours. Teachers' skills and training are not fully utilized.

(5) The supervision system needs improving. The supervisors do not function as inspectors; their role as academic advisors has remained an ideal.

(6) Inadequate physical facilities hamper teaching. Primary buildings in the light of good creative teaching and learning programmes are unscientific and inadequate.

(7) The primary textbooks and other instructional materials are prepared for an average suburban child. These materials do not assist the vast number of primary children of rural primary schools.

Table 11: Dropout and Repetition Rates (1980)

Area	Grade	Dropout Rate	Repetition Rate
Mountain Region	I	20.9	42.1
	II	12.3	19.1
	III	25.6	11.2
Hill Region	I	25.6	45.6
	II	19.4	15.1
	III	12.8	10.3
Terai Region	I	19.0	43.4
	II	12.4	15.8
	III	8.5	4.2

Primary education suffers from excessive dropout and repeaters. Table 11 reflects the dropout rate according to mountain, hill and terai surveyed in 1980. Another school survey undertaken in 1982 shows dropout and repeater rates are 12% and 38% respectively in grade 1 and 8% and 18% in grade 2, with the result that only about 35% of entrants complete the three years cycle. The high repetition rate at the first grade can be explained partly by the fact that the children have to first learn the alphabet and numbers which normally is a difficult time-consuming task. The grade 1 textbooks do not contain the alphabet portion and has matters which are based on the previous knowledge of the alphabet. In a predominantly non-literate environment in the rural areas the first grade textbooks can not be introduced immediately to the beginners.

Nepali is made the medium of instruction in order to ensure national integration so the primary textbooks are all written in Nepali, but to nearly 48 percent of the people, whose mother tongue is other them Nepali, primary school textbooks are found to be difficult at the initial stage.

The dropout rate also is equally high. The causes for the high rate of dropout as well as repetition are parental indifference, poor health of the children, involvement of children in household work, and ineffective teaching. The distance to school is also an important factor especially, in hilly districts; to walk from school is a difficult task and takes quite a long time.

The problem of wastage is also related to the poor attendance in schools. Students' attendance in rural schools is unduly irregular because of the frequent absence of teachers from the school, the casual nature or the back of regard for education among the children and their parents. The weather and road conditions are also contributing factors. Hence the total wastage rate, especially from grade 1 to grade 2 is very high. In 1980, the wastage rate in the form of dropout and repetition was 53 percent.

Another problem related to the problem of wastage is that of under achievement by those who complete the primary grade. A study made recently in this connection indicates that the grade 3 graduates have reached an acceptable achievement level of grade 2 only. Therefore many primary school graduates are unable to apply their numerical and literacy skills. In addition, it has been found that a large proportion of children lapse into illiteracy after leaving school.

The enrolment ratio data up to 1980 has been reported with reference to grades 1-3. From 1981 onwards the enrolment ratios are being connected with grades 1-5.

Table 12: Enrolment Ratio by age groups and years (1980-1981)

Year	Enrolment ratio	Corresponding age group
1970	32	6-10 years
1975	43.4	6- 8 "
1980	90.4	6- 7 "
1981	65.4	6-10 "
1982	68.3	6-10 "

The primary school enrolment ratio steadily went up after 1975. In 1980, it reached a little more than 90 percent. The ratio referred to the three grade primary enrolment and to the children of the 6 to 8 years age group. After the change of structure (in 1980) the enrolment of grades 1-5 regarding the 6 to 10 years' age group, are calculated and the ratios are found to go down. Hence, the primary school enrolment in 1982 stands only at 68.3 percent despite the numerical growth of primary school enrollees.

A marked difference can be observed between the ages of enrolled students and the officially fixed school going ages for different grades. The Sixth Five Year Development Plan (1980-85) has fixed the target of 75 percent as the primary school enrolment ratio for grades 1-5 by the end of the plan period. The pattern of growth in the primary school enrolment up to 1982 (88.3%) would be considered as remarkable and as such the target of 75 percent enrolment should not be deemed as ambitious. The level of achievement can be attributed to both the ever-increasing demand for education among the people as well as the measures taken under the plans to set up new schools.

At present, nearly 30 percent of the 6-10 years' age group are out of schools. The problem of enrolment is specially associated with the socio-economic conditions of the people, the topographical nature of the land and lack of trained teachers in the schools.

The education is not realized as an important part of life by some ethnic groups like Tharus, backward communities like chepangs and underprivileged caste groups like Damais and Sarkis. This type of problem is generally more acute in rural and remote areas. Moreover, parents do not maintain interest in sending their offspring despite the establishment of schools at convenient places to many and the facilities made available, such as free primary education and free textbooks up to grade three.

In the case of those out of school, there is a higher percentage of girls specially in rural and Terai areas and in the valley. The main reasons are the need for children to be engaged in household work, lack of awareness among adults in rural areas and the non-existence of female teachers in schools. The problem of non-enrolment is again very much related to the lack of parental expectations from school education. Nepalese parents, specially rural and remote ones, do not foresee high returns in terms of employment and better living conditions even from several years of schooling. Further, they can never manage to provide many years of education even when they are agreeable to giving some education to their children.

The poorly motivated teachers, inadequate training, lack of educational materials and existing curriculum are the influencing factors in the quality of primary education at present.

The existing primary curriculum also should be modified in the light of its contents and teaching methods to be adopted. The primary teachers need an intensive training to use the textbooks effectively:

6. Conclusions and Future Prospects

The above paragraphs of this paper give some indication of the most important problems and issues in the development of Nepal's primary education system. A great deal has been achieved in the past three decades, particularly in terms of quantitative expansion. Now the emphasis is shifting towards strengthening of quality, particularly towards the development of teachers through improved in-service training and support systems. With this goal in view, His Majesty's Government, with the support of the World Bank and UNICEF, has launched a major Primary Education Project.

Its principal objective is to achieve a low cost qualitative improvement in primary education through greater teacher effectiveness by strengthening their knowledge and motivation and providing greater external support through better management, instructional materials and physical facilities. In five years, the project will attempt to reach 700 schools in six districts of the country and may well be extended further depending on the success of this first phase.

Central to the project strategy is the idea of a Resource Centre (RC) School acting as the focal point for a cluster of 8-12 primary schools. This Resource Centre will be strengthened by the provision of one person - a Resource Person (RP) who will receive special training; and an additional room will be constructed. This room can be used both as a normal classroom and as a place where teachers from the school cluster can meet and receive in-service training.

Field coordinators who will supervise up to six clusters will be appointed and given special training to provide the administrative and professional links between the District Education office and the RCs. Using the RC structure, an integrated training programme will be established to reach teachers, headmasters, RPs, supervisory staff, the school managers, the community leaders and parents. In this way, the project will attempt to strengthen the whole infrastructure on which qualitative improvement in the primary schools is dependent.

At the heart of the training programmes will be the Resource Centre/Resource Person Structure. The RC will be the location for regular meetings for teachers from the satellite schools and for short in-service training courses while the RP will also provide assistance to the teachers back in their classrooms. The intention is to bring the training programme as close to the teachers as possible and to utilize all sources of strength to support and develop the capabilities of teachers.

Two units are established within the CTSDC to spearhead materials development and the training programme. The Primary Materials Unit (PMU) concentrates on the development, adaptation and production of materials for use in the schools. The Primary Supervision and Training Unit (PSTU) develops training modules and implements the training programmes in the 6 districts.

Primary school buildings are planned to be upgraded and certain and other buildings constructed.

QUESTIONNAIRE B: INTEGRATED CURRICULUM

Introduction

Integrated Curriculum has been in use in Nepal for almost two decades when the country decided to teach social studies in the primary schools. The subject named social studies was developed to help the children understand the total society, which is an expression of social, political, economic and cultural life of the people. In fact, the knowledge of the history, geography, and the economy of the society is given in an integrated fashion to the young pupils for whom the compartmentalized subject knowledge becomes unnatural and hard to understand. Other subjects also are integrated to provide a complete general knowledge and skill to the children. The following facts reveal the nature of integration of curriculum in primary level:

1. Content

1.1 Definition

Curriculum integration has two specific meanings in Nepal, these being integration of different subjects with a simple theme to provide the general integrated presentation to the young children and integration of more than one subject in a textbook so that the same textbook can be used for the different subjects.

Nepal has adopted two distinctive features in the primary school curriculum: The related subjects like history, geography, economics and civics are integrated in one subject knowledge as social studies to provide an integrated knowledge to the pupils. Other subjects like health and physical education, science and health are integrated for two reasons. Firstly, it provides the knowledge on certain subject in terms of practical useful information making it simple for the children to understand. Secondly, it enables teachers to teach more than one subject in a specific period of time. For example, health and physical education are taught in an integrated way.

1.2 Rationale

Several considerations have led to the development of an integrated curriculum. Some of these are pedagogical while others are administrative.

(1) Pedagogical Consideration: Different subjects are integrated into one subject and taught to provide a total view and a meaningful learning experience to children. A compartmentalized subject teaching is unnatural for the young child. Some subjects need to be taught in an integrated way to help teach the subjects more meaningfully.

(2) Administrative Consideration: The duration of a primary school period is limited and it becomes difficult to teach many subjects meaningfully during the short period of time. An integration of two or more subjects into one helps teach all important subjects within the limits of available time. Another important administrative reason is finance. If material could be used for more than one subject, a huge amount of money could be saved.

Integration of curriculum is introduced, mainly, to achieve effective teaching in primary schools. As primary children are young, there is a need to present the difficult tasks in a simple way, only an integrated curriculum can help achieve this objective.

1.3 Present Status

Integration of related subjects into one instructional package has been a regular policy. The related subjects are interwoven into one broad subject and facts are treated in an integrated fashion wherever appropriate. This has been a regular practice in Nepal for the past two decades.

As defined and explained earlier, related subjects are integrated in order to provide a total view. The integration is total in this to provide a total view and understanding.

The policy is to integrate as many subjects as possible in earlier grades. Contents are treated in a compartmentalized basis in the higher grades.

Integration of curriculum has resulted in the development of varied instructional designs. Some are in the form of syllabuses while others are in the form of curriculum guides and teachers' guides.

(1) Syllabuses - The contents of courses of studies of some subjects are integrated like social studies and physical education, health, art and painting. Similarly, the syllabus of science and health is integrated into one subject with a special care taken to choose only those areas which could be naturally integrated.

(2) Textbook - In Nepal, a simple textbook is used for language and social studies in grades one, two and three. Similarly, a large quantity of reading materials is developed keeping in view the requirements of language and social studies teaching.

(3) Classroom teaching - Some methods of integrated teaching are introduced in the short-term in-service training of primary teachers.

2. Inputs

2.1 Course Contents

The following subjects are integrated:

(1) History, Geography, Economics and Science are integrated to provide international experience in the form of

social studies.

(2) Health and Physical Education are integrated.

(3) Arts, Crafts, Drawing and Painting are integrated into one subject.

(4) Science and Health are integrated into one subject.

Integration is based on various theories of curriculum development. In some areas the integration is done on the basis of themes. For example, family life is a theme in the grade one social studies. Teaching units are developed around the theme. Similarly, concepts of healthy life and the requirements are given in a unit called Environmental Education.

2.2 Instructional Materials

Success in the teaching of integrated curriculum depends on two factors: (1) the understanding level of teachers on the use of integrated teaching and their preparation to teach the subject, and (2) availability of the relevant instructional materials.

The following materials are being prepared in Nepal to teach the integrated subjects:

(a) Curriculum guides to teach language and social studies.

(b) Teachers' guides on teaching language and social studies in all grades of the primary level.

(c) The Primary Education Project is developing supplementary reading materials to teach subjects in primary schools.

2.3 Teacher Preparation

Integration of curriculum is mainly done on pedagogical and academic considerations. Integration of different subjects around a meaningful theme aims at effective teaching. Teacher's teaching time and their duty hours are not affected by this activity. Rather, teachers could teach added subjects because of the integrated approach.

The weakest part in the realization of the objectives of the integrated curriculum is the lack of teachers training programme geared to the nature of school curriculum. As a result, teachers are not well-prepared to teach the subjects as designed.

Effective teaching of integrated curriculum requires abundant materials for teacher. The virtual absence of such material has negatively affected the integrated approach in curriculum design.

Another shortcoming in this area is the absence of any programme to help teach the curriculum as designed.

2.4 Basic Requirements

Normally, larger classrooms with adjustable partitions help teach the integrated curriculum. Teachers can introduce real situations if such facilities are available. But in Nepal, primary school buildings are unsatisfactory. One cannot expect any significant activity in such facilities.

3. Process

3.1 Teaching/Learning Strategies

A significant change can be detected in the Social Studies Teaching and Health/Science teaching after the introduction of the integrated curriculum. In social studies, teachers develop resource units and teaching units. The teaching is directed by activities and participatory learning. The guides for teachers specify the materials that would be helpful to them. The whole teaching exercise becomes an activity in which both pupils and teachers participate.

Teaching the whole class has been the practice in the primary schools of Nepal. Even when an integrated curriculum is used, the same method of teaching is adopted.

3.2 Mode of Implementation

(1) In Nepal, the classroom is the main area where integrated curriculum is taught. However, teachers arrange trips to related agencies or places if that enhances the teaching. A visit to a post office, museum, or a park appear as regular activities that take place outside the classroom. But these outings are generally planned by the concerned teachers as when required by the course unit.

(2) Teaching outside the class normally would mean activities that supplement the classroom teaching. All pupils participate in such activities, which are guided by the teachers. Such activities would include observation, visitation, nature study, interviews with people, etc.

(3) Grade-teaching is the most appropriate situation for integrated curriculum in primary schools. If a teacher

is assigned to teach all subjects in primary school, the teaching of integrated curriculum can be effective. But, in Nepal, subject teaching is in practice where a teacher teaches language and the other teacher teaches social studies. A grade teaching system would positively help to arrange the classroom as needed for teaching a unit planned on the basis of the integrated curriculum model.

4. Product

4.1 Programme Evaluation

(1) A study has been conducted by the Curriculum, Textbook and Supervision Development Centre on the use of the textbook which integrates social studies and language. The findings have indicated that teachers use the textbook mainly to teach language. They hardly teach social studies during the first three to four months. In the absence of detailed guide for teachers, the teaching of social studies has been found to have suffered.

(2) Integrated curriculum is a new approach for a person who is educated using subject curriculum. Unless the teachers are fully prepared, they do not understand the objectives and use of the new approach. Success in the use of integrated curriculum seems to be slow. The major factor of this unsatisfactory situation is the lack of adequate training for teachers.

(3) The CTSDC has undertaken a special programme of producing materials in adequate quantity for the teachers of the Primary Education Project area. Training is organized for teachers in the use of the materials. Materials are first tried in the classrooms. After due modification such materials will be made available for all the teachers of the country.

5. Future Prospects

5.1 Prospect for the Future of the Programme

(1) The trend in education suggests that there will be many more subjects that will demand inclusion in the primary curriculum. But, the very nature of primary children and their maturity level will not allow a longer school day and fast-teaching. The only solution is the integrated curriculum in which all relevant subjects can be integrated giving the shape of a better instructional module. In this context, the following can be envisaged:

(a) Some subjects will be taught as they are being taught at present with continuous modification for improvement.

(b) New subjects will be integrated in certain relevant subjects. For example, population education will be integrated in the unit "Environmental Education" which is taught in the integrated curriculum of science and health.

(2) When the integrated approach to curriculum design is emphasized, there arises a mood to modify some of the contents in the courses like social studies, health and science and arts and crafts. A massive activity will have to be undertaken to produce adequate learning materials. Short-term training will have to be specially designed to introduce the materials and the methods of using them.

QUESTIONNAIRE C: MORAL/RELIGIOUS/VALUES EDUCATION

Introduction

Moral education as a subject by itself was recently introduced in Nepal. It was introduced in 1980 as a separate subject from grades 4-7 which carries about 7 percent of the total teaching time. Information on the moral education curriculum is given as follows:

1. Context

1.1 Terms Used

The subject on moral education is called Moral Education in Nepal.

1.2 General Objectives of the Programme

The objectives of Moral Education are:

(1) To help understand the universality of God and help develop trust in the All Mighty;

(2) To develop the sense of self-discipline;

(3) To behave with humility;

(4) To inspire the sense of loyal devotion to the King and country; and

(5) To develop positive attitude towards our cultural

heritage.

1.3 Subject

The main headings of the Moral Education curriculum are:

(1) Universality of God;
(2) Self-Discipline;
(3) Social behavior;
(4) Loyalty to the nation; and
(5) Respect for national cultural heritage.

1.4 Levels

Moral education is taught as a separate subject from grade four of primary schools.

1.5 Compulsory or Optional

It is one of the compulsory subjects in the elementary curriculum.

1.6 Time Allocation

Moral education is taught in three periods of 45 minutes per week.

1.7 Minority Groups

Moral education is presented without bias on a particular religion, so it does not disparage or antagonize any particular religion.

2. Instructional Process

2.1 Separate Syllabus/Statement of Content

The specific content of the curriculum in Moral Education is as follows:

(1) Universality of God

  (a) God as the protector of the universe.
  (b) God as a fountain of compassion, love and affection.

(2) Self-Discipline

- (a) Cleanliness of body and personal hygiene.
- (b) Cleanliness in food habits.
- (c) Taking care of own belongings.
- (d) Cleanliness of environment.
- (e) Speaking and writing the truth.

(3) Social Behavior

- (a) Taking care of materials of class.
- (b) Good social behaviour.

(4) Loyalty to the Nation

- (a) Love of motherland.
- (b) Loyalty and devotion to the King.
- (c) Conservation of national property.

(5) Our Cultural Heritage

- (a) Prayer to God.
- (b) Devotion to parents and teacher.
- (c) Obedience and respect for elders.

2.2 Instructional Materials

Teachers do not receive any teaching guides and materials.

2.3 Development of Materials

Textbooks developed by the Curriculum, Textbook and Supervision Development Centre are sold to the pupils.

2.4 Teachers

There is no specialist teacher of Moral Education.

2.5 Training Programme for Teachers

There is no special training programme for Moral Education teachers.

2.6 Methods and Techniques Adopted

Teachers use the lecture method most of the time.

2.7 Co-curricular Activities

Sometimes, pupils observe religious rites in schools which reinforce the moral education instruction.

3. Evaluation and Feedback

3.1 Pupil Evaluation

Paper-pencil tests are used as the evaluation tool.

3.2 Communication of Results

Results of the evaluation are used to promote a particular pupil to the next higher grade.

3.3 Reward

Prizes and awards are instituted to reward the best behaved pupil for cleanliness, obedience and punctuality, etc.

3.4 and 3.5 Evaluation of the Programme

The programme has been evaluated. A study on the evaluation was carried out by the Centre for Educational Innovation and Development.

4. Problems and Issues

4.1 Outline of the Problems

(1) Programme in Moral Education does not seem to convey the message of Moral Education.

(2) Implementation is poor because of the absence of teachers training in Moral Education.

(3) Moral Education programme needs a special technique of evaluation, which, however, has not yet been developed.

4.2 Future Prospects

(1) Not to continue as it is.

(2) Efforts have started to modify the course contents.

(3) Major revisions in curriculum are envisaged.

QUESTIONNAIRE D: WORK-ORIENTED EDUCATION

Introduction

Almost all the education commissions have recommended that there should be some course on work-oriented education at the primary level. Efforts were made to include such a subject in all grades of primary schools, lower secondary schools and secondary schools. However, with every change in the objectives, structure and curriculum of the school level, the place of work-oriented education has changed.

Work-oriented education was introduced in 1961 in all the primary grades. The name of the subject was "Self Help Education". Then came the structural change of 1971 when primary education was reduced to three years. A subject known as "Pre-Vocational Education" was introduced from grades 4 to 7 in the form of work-oriented education. However, this subject was already removed from grades 4 and 5 when primary education was made of five year's duration. The subject carried almost 12 percent of the curriculum load for a few years upto 1980, the importance of pre-vocational education was again reduced retaining only 6 percent of the curriculum load.

Today, the Nepalese primary school curriculum does not include work-oriented education as it is normally understood. However, the pre-vocational subject is taught in grades 6 and 7. There are vocational subjects such as Agriculture, Trades and Industry, Secretarial Science and Home Science that are taught in secondary schools. The following questions given in questionnaire D have been answered on the background as stated above.

1. Context

1.1 Meaning

Work-oriented education has the meaning in Nepal of a curricular effort to help children understand the value of manual skills in the society.

1.2 Terms Used

Nepal has used various terms to mean work-oriented education.

They are:

(1) Pre-Vocational Education
(2) Self-Help Education
(3) Occupational Education
(4) Craft-Centered Education.

1.3 Objectives

The main objectives of the programme are:

(1) Helping children understand the importance of manual work and the dignity of labour in the society.

(2) Offering opportunity to the children to explore their interest and aptitude in certain specific vocations.

(3) Bringing school education closer to the life-situations outside the school.

(4) Helping children understand the concept of productive education.

1.4 Subject/Integration

At present, the pre-vocational subject is taught in grades 6 and 7 as a separate subject.

1.5 Levels

It is taught at both the grades of lower-secondary education.

1.6 Compulsory or Optional

The pre-vocational subject is compulsory to all students.

1.7 Time Allocation

Three teaching periods of 50 minutes each make 150 minutes of teaching in each week.

1.8 Main Emphasis of the Programme

The emphasis in order of priority:

(1) Developing the sense of dignity of labour.
(2) Importance of learning vocational skills.
(3) Exploring the aptitude area of a child in certain vocations.

2. Instructional Process

2.1 Content

The pre-vocational subject has been developed with separate objectives and detailed content areas. The contents of pre-vocational education are described on the following headings:

(1) Clay work; (2) Wood work; (3) Tailoring; (4) Gardening (kitchen garden); and (5) Painting.

2.2 Instructional Materials

The government has provided a set of tools and equipment that are required to teach the subject. Such equipment includes agricultural implements, tailoring equipment (not sewing machines) and kitchen equipment like spoons, knives, etc. The teachers develop instructional materials as required by the syllabus.

2.3 Development of Materials

Mostly, schools use teacher-made materials.

2.4 and 2.5 Provision of Materials

Schools provide materials for preliminary works. Pupils, also, could bring their own materials if they want to take their finished materials to their homes.

2.6 Local Resources

Teachers are encouraged to use not only the local materials but also the local craftman while teaching the pre-vocational subject.

2.7 Special Facilities

Schools are encouraged to provide a special room for the pre-vocational subject.

2.8 and 2.9 Support Provisions

School management has been making the provision. The government provides the equipment as a sample, and the subsequent repair and replacements are the responsibility of the schools.

2.10 Special Equipment

A large number of sample hand tools are required related to the special areas such as home making, tailoring and wood work.

2.11 and 2.12 Teachers and Training Programmes

The Institute of Education provides a two-year course for the SLC students to produce teachers of the pre-vocational subject. The schools employ special teachers for this subject. Both in-service and pre-service training is provided by the Institute of Education for the teachers.

2.13 Supporting Organizations

There is no such supporting organization.

2.14 Methods

As 75 percent of the teaching is practical, teachers engage pupils in practical activities while teaching the subject.

2.15 Co-curricular Activities

Participation in local exhibitions and exhibition of pupil made materials on School Anniversaries, Parents' Day and Education Day encourage pupils to get involved in the production aspect of the subject.

3. Evaluation and Feedback

3.1 Pupil Evaluation

The total value of the subject is divided with equal weightage into the two parts: theoretical, and practical. The teachers evaluate the pupils separately on the two aspects and rate them. The theoretical part is rated by paper-pencil list whereas the practical part is done on the basis of their product.

3.2 Communication of Results

As the pre-vocational subject is compulsory to all pupils of grades 6 and 7, they have to secure a pass mark to be promoted to the next higher grade. The marks secured by pupils are recorded in the mark book.

3.3 Programme Evaluation

Studies have been conducted to evaluate the pre-vocational programme and modifications have been introduced on the basis of the findings of these studies.

3.4 Results of Programme Evaluation

Some of the major findings of the study are as follows:

(1) Most schools do not have a pre-vocational subject teacher and schools without teachers ignore the teaching of this subject.

(2) The trained pre-vocational teachers are found to be competent in one or two areas of the subject and they teach only those units which they think they can teach.

(3) Most schools do not have a separate room for a pre-vocational subject which results in sub-standard teaching of the subject.

(4) The level of popularity of this subject is very low among the teachers and parents.

(5) Materials become a constraint in most cases.

(6) There is an absence of commitment on the part of teachers and headmasters toward the pre-vocational subject.

4. Problems and Issues

4.1 Outline of the Problems and Issues

(1) The pre-vocational subject has been introduced without giving due consideration to the clarification of the concept itself. So, the programme has suffered setbacks.

(2) The teachers training programme needs to be more effective to develop adequate skills in the teaching of the subject.

(3) The pre-vocational programme needs further comprehensive evaluation the findings of which should be used to improve the programme.

4.2 Future Prospect of the Programme

(1) The programme needs total revision.

(2) This revision would include redesigning the whole curriculum as an integrated subject that provides adequate instructional input to achieve the objectives of the subject.

QUESTIONNAIRE E: CURRICULUM LOAD

1.1 Definition

Curriculum load has several shades of meaning in Nepal. In national terms it is understood as the total amount of education (cognitive and affective domain) to be provided for the pupils in a specified period of time. The load dimension of the curriculum is a relative term which is closely related to the time dimension. It is also expressed in terms of the level of education, for example, the curriculum load at primary level or secondary level, where the number of subjects varies from one grade to another grade. The curriculum load is also described in terms of the grade level. However, this is general understanding that curriculum load means the amount of educational experience expressed in terms of concrete subject areas to be covered or taught within a specified period of time by the educational institutions.

1.2 Concerns of Teachers/Parents/Pupils

The curriculum load has been developed in Nepal keeping in view the need and ability of the average child of the country. This has led to some dissatisfaction among those parents who may be described as the intellectually elite. These parents have expressed the view that the national curriculum load is too low. On the other hand, the parents of remote areas claim that their children have too much to study. Some examples are cited.

The urban parents want their children to learn the English language from grade one, with an added content of science and other subject areas. In remote areas, parents want their children to stay a shorter time in schools and are satisfied with what is being taught. Their concern about curriculum is influenced by their perception of an education which is appropriate for their children.

1.3 General Assessment of Curriculum Load

A study was conducted on curriculum load and opinions of teachers and school administrators were sought. It was found out that the opinion varied greatly. The remote and rural schools thought that the curriculum load was heavy, whereas the urban schools thought that it was about right. However, this opinion is based on particular subjects also. If the curriculum load in mathematics and Nepali was said to be appropriate, the load in other subjects like English language, science and health and social studies are regarded as inappropriate.

1.4 Assessment of Different Dimensions of Curriculum

A general questionnaire survey with face to face contact in the 25 District Education Officers, 50 primary supervisors, and 100 primary school teachers indicated the following in terms of the curriculum load:

Table 13: Rating of Curriculum and Related Areas

Subjects	Areas	Rating 1	2	3	4
Language (Nepali)	Scope of the subject			x	
	Difficulty of course content		x		
	Length of course				x
	Availability of time	x			
Mathematics	Scope of the subject		x		
	Difficulty of course content		x		
	Length of course			x	
	Availability of time			x	
Social Studies	Scope of the subject				x
	Difficulty of course content				x
	Length of course			x	
	Availability of time				x
Science and Health	Scope of the subject				x
	Difficulty of course content				x
	Length of course				x
	Availability of time				x
English Language	Scope of the subject				x
	Difficulty of course content				x
	Length of course				x
	Availability of time				x

Notes: Rating
1. Very appropriate 2. Appropriate
3. Less appropriate 4. Not appropriate

As a separate comprehensive study on the language of the textbooks was due, but was not included in this study. Textbooks written in Nepali language are found to be appropriate for the children with Nepali as their mother tongue. Children with another language as their mother tongue have found the language of the textbooks fairly difficult.

1.5 Factors Contributing to the Problem of Curriculum Load

The study has clearly indicated the following:

(1) Teachers who are underqualified and untrained consider that the present curriculum is heavy. This is natural because of the fact that many new subjects are added in grades four and five which demand high degree command

over these subjects on the part of teachers. Teachers who have not themselves passed the Secondary School Leaving Certificate find it difficult to teach grades 4 and 5 subjects.

(2) Most schools in the remote and rural areas have very poor buildings. Conditions get worse when inadequately prepared teachers have to teach more than one grade in one classroom.

(3) As the teachers' salary is paid by the government, it has been difficult to increase the number of teachers as demanded by the increasing enrolment and upgrading of schools. Teachers have to teach classes of 60-80 pupils. Sometimes a single teacher may have to teach a class with three grades 1 - 3. There are many primary schools with grades 1 - 5 where only two teaches are appointed. In such situations, the existing curriculum is found to be too heavy for such teachers.

(4) Teachers, in most cases, have to be engaged in extra-curricular activities. As one of the teachers is appointed as the headmaster with full teaching load, completing all the courses within the specified period is found to be heavy. In fact, the drop in pupil achievement in such schools is due to the heavy load of teaching.

1.6 Nature and Amount of Homework

Regarding the assignment of homework, it is very difficult to generalize the state of the activity. Some private schools emphasize a heavy homework for the primary pupils from grade two upwards. However, the national norm tells a different study. On the average, the primary pupils are given home assignments to do same sums as to write a page as a writing exercise from grade two. Home tasks are popular among the urban teachers. However, home assignments are part of teaching from grade 3 all over the primary schools of Nepal. The difference is of degree and not of kind.

1.7 Effects on Enrolment/Achievements

There has been two separate studies conducted by the Centre for Educational Innovation and Development on primary education. One is on determinants of pupil participation in primary level and the other is a study on the factors that related to the achievement of primary pupils. Both of these studies have their own objectives, and the findings have some implications on curriculum load. They can be stated as follows:

(1) There is a high dropout rate from grades three to four

where the load has been made significantly high.

(2) The study of the achievement level indicated that the level of pupil achievement primarily at the fourth and fifth grade has been lower.

1.8 Major Studies into Curriculum Load

Except the modest study conducted for the joint study project, no other specific comprehensive study has been conducted in this regard.

1.9 Modification and Curriculum

Although there is a dearth of research findings which indicate the need for curriculum change, particularly in terms of curriculum load, educationists and people related to the operation of schools have felt the need of major curriculum reform. In general, teachers have felt that the curriculum load is not evenly distributed from grades one to five. The case is particularly felt in the fourth grade where the number of subjects to be taught has been almost doubled. When grades four and five are added to primary schools, due consideration was not made to restating the objectives of primary education. Some of the following activities are carried out and others are planned for implementation:

(1) The CTSDC is working to improve the statement of objectives of primary education with a view to incorporate the objectives of the subjects that are taught in grades four and five.

(2) The course content of language and social studies in grades one to three has been revised.

(3) The new integrated textbook for grade one (language and social studies) has been tested in two Districts. After the trial in 1984, the revised textbook is to be used throughout the country from 1985. Similarly, the textbooks on language and social studies in primary schools are under revision.

(4) The Primary Education Project has devised an in-service training programme on improved methods of teaching.

(5) Standardized tests are being developed to test the primary school pupils at the end of grade five. The District Education Offices have been activated to conduct district-wide external examination at the end of the primary level.